

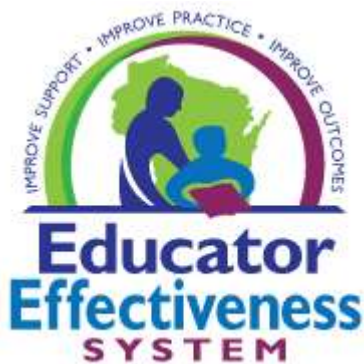
# Wisconsin Educator Effectiveness System

## Principal Evaluation Process Manual

**Updated February 2016**

This manual is an interim update to remove inaccurate information.

A more comprehensive update for 2016-17 is in progress  
and will be released late spring 2016.



**Wisconsin Department of Public Instruction**

**Tony Evers, PhD, State Superintendent**

**Madison, Wisconsin**



# Table of Contents

<b>1. Introduction .....</b>	<b>1</b>
1.1 Purpose of Educator Effectiveness .....	1
1.2 Mandated Educators and Frequency of Evaluation .....	1
Mandated Educators .....	1
Frequency of Evaluation.....	1
1.3 Educator Effectiveness System Training.....	2
DPI Required Training .....	2
Teachscape Training.....	2
<b>2. Overview of the Principal Evaluation Process.....</b>	<b>3</b>
2.1 Overview of Principal Evaluation Process, Roles, and Responsibilities .....	3
Principal Responsibilities .....	4
Evaluator Responsibilities .....	5
Principal Effectiveness Coach Role.....	6
2.2 Overview of the <i>Wisconsin Framework for Principal Leadership</i> .....	8
Domain 1: Effective Educators.....	9
Domain 2: Leadership Actions .....	10
The Evaluation of Assistant /Associate Principal Practice.....	12
2.3 Overview of the Educator Effectiveness Plan: School Learning	
Objectives and Professional Practice Goals .....	14
School Learning Objectives.....	14
Professional Practice Goal .....	14
<b>3. Steps in the Principal Evaluation Process .....</b>	<b>15</b>
3.1 Beginning of the School Year: Orientation and Goal Setting .....	16
Step 1: Principal Evaluation System Orientation .....	16
Step 2: Development of the Educator Effectiveness Plan .....	16
Step 3: Planning Session.....	19
3.2 Across the School Year: Observations, Evidence, and Formative Feedback .....	20
Step 4: Observations, Evidence Collection, and Ongoing Feedback.....	20
Step 5: Mid-Year Review .....	22
3.3 Spring: Final Summary Process.....	22
Step 6: Final Principal Scores.....	22
Step 7: Final Summary Conference.....	23
Step 8: Use of Summary Results to Inform Future Goals .....	23
<b>4. Resources.....</b>	<b>25</b>

Definitions of Key Terms .....	25
<b>5. Appendices of Guidelines and Forms .....</b>	<b>29</b>
Appendix A— Supporting Year Evaluation Timeline .....	31
Appendix B—Alignment of WI Framework for Principal Leadership with ISLLC Standards .....	33
Appendix C—Wisconsin Framework for Principal Leadership.....	37
Appendix D—Observations, Artifacts, and Walkthroughs .....	61
Appendix E—Evidence Sources for Principal Performance .....	63
Appendix F— SMART Goal Guidelines .....	71
Appendix G—SLO Assessment Guidance.....	73
Appendix H—SLO & Outcome Summary Process & Scoring Guide .....	77
Appendix I— Cycle of Inquiry.....	85
Appendix J—Asst./Assoc. Principal Included Components Planning Form .....	87
Appendix K—Self-Review Form.....	89
Appendix L—Educator Effectiveness Plan (EEP): SLO Form.....	111
Appendix M—Educator Effectiveness Plan (EEP): PPG Form.....	117
Appendix N—Principal Site Visit Planning Form .....	121
Appendix O—Site Visit Observer Feedback Form.....	123
Appendix P—Site Visit Principal Reflection Form .....	125
Appendix Q—Sampling Visit Observer Feedback Form.....	127
Appendix R—End-of-Cycle Summary Form - Principal .....	129
Appendix S— End-of-Cycle Summary Form - Evaluator .....	131

# Introduction

# 1

## 1.1 Purpose of Educator Effectiveness

Research consistently identifies effective teaching and instructional leadership as the most important school-based factors impacting student learning. Every child in every community deserves excellent classroom teachers and building leaders. Every educator deserves a specific, individualized roadmap to help move his or her students and professional practice from point A to point B. The Wisconsin Educator Effectiveness (EE) System serves as that roadmap. The System improves teacher and principal evaluation systems to provide educators with more meaningful feedback and support so they can achieve maximum results with students. In short, Wisconsin created the Educator Effectiveness System to improve support, practice, and outcomes.

## 1.2 Mandated Educators and Frequency of Evaluation

### Mandated Educators

2011 Wisconsin (WI) Act 166 mandates all public school districts and 2R charter schools to use the new WI EE System to evaluate all principals and teachers.

The Department of Public Instruction (DPI) recognizes that educator roles may look different in various local contexts. Based on their locally determined job responsibilities, the EE System, as it is currently designed, may not appropriately evaluate some educator roles. For clarification regarding which educators Act 166 mandates to use the EE System, refer to this [Flowchart](#).

### Frequency of Evaluation

Act 166 and implementation of the EE System have not changed the frequency of required evaluations; only the evaluation process. Per state law (PI. 8), districts must evaluate teachers and principals using the EE System at least during the educator's first year of employment and every third year thereafter, which DPI refers to as completing the Effectiveness Cycle. Districts may choose to evaluate more frequently.

DPI refers to these summative evaluation years as Summary Years, other years as Supporting Years, and the combination of Summary and Supporting (if applicable) as an Effectiveness Cycle. This process manual focuses on the evaluation activities required during a Summary Year. While Summary Years and Supporting Years are similar in many ways, this manual notes activities that are required only in Summary Years.

## **1.3 Educator Effectiveness System Training**

### **DPI Required Training**

Educators using the DPI EE model must complete system training components relevant to their role. DPI has created online training and resources available on our website: <http://dpi.wi.gov/ee/>

DPI contracted with CESAs to provide regional EE support. The CESAs identified EE [Implementation Coaches](#) (ICs) who can provide training and support to districts implementing EE, and answer questions about the system. Milwaukee, Racine, Green Bay, Madison, Kenosha, and Appleton, as large urban school districts, also have implementation coaches, who have received DPI system training, and are in regular contact with DPI. Districts should contact their local CESA directly to learn about available support options.

### **Teachscape Training**

All evaluators of teachers must complete comprehensive online training and pass a rigorous evaluator assessment in Teachscape Focus before evaluating teachers. Evaluators of principals do not need to complete this Teachscape training as their training is included in the DPI-required online training materials.

# Overview of the Principal Evaluation Process

# 2

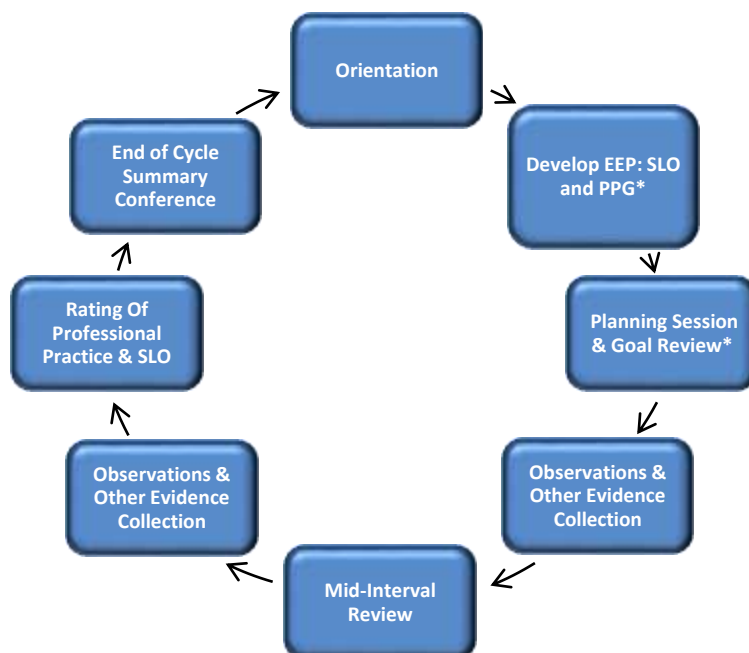
This section of the manual focuses on the principal evaluation process:

- An overview and summary of the main roles and responsibilities of participants;
- A description of the *Wisconsin Framework for Principal Leadership*, which educators will use to assess and help guide principal leadership practice; and
- An overview of the Educator Effectiveness Plan (EEP), which includes a professional practice goal (PPG) and a School Learning Objective.

## 2.1 Overview of Principal Evaluation Process, Roles, and Responsibilities

The cyclical principal evaluation process guides performance management and growth. *Figure 1* identifies components of the Summary-Year cycle. First, district leaders facilitate an orientation to the system for principals and assistant principals in a Summary Year. Next, educators develop an SLO and PPG. At the Planning Session, the principal and their evaluator discuss goals, and schedule observations and evidence collection. A mid-year/mid-interval review between the principal and their evaluator provides an opportunity for feedback and revisions to the goal, student populations, or other variables (as necessary). Following additional evidence collection and opportunities for feedback, until the end of the year or goal interval, the evaluator reviews the data, develops scores, and discusses results in an End-of-Cycle Summary Conference. *Section III: Steps in the Principal Evaluation Process*, describes each step in the evaluation process.

**Figure 1: Principal Evaluation Summary Year-Cycle**



*\*Principals develop EEPs in both Summary and Supporting Years. During Summary Years, the principal completes a Self Review before developing the EEP.*

Educators, their evaluators, effectiveness coaches, and other personnel each have different roles and responsibilities within the process. The following sections summarize the roles and responsibilities for each.

### **Principal Responsibilities**

Principals play an important role in their own evaluations. As such, they must understand the EE System and the tools used within the System to evaluate practice. Principals will:

- Attend the orientation meeting before beginning the Summary Year. Principals in their Summary Year will need to be updated on any system changes or requirements. This can be done in the Planning Session, through written communications, and/or using updated DPI online training modules;
- Complete all required system training modules;
- Reflect on practice, review the *Wisconsin Framework for Principal Leadership*, and complete and submit the Self Review prior to the Planning Session in the Summary Year;
- Develop an EEP that includes an SLO, a PPG, and professional growth strategies and support needed to achieve those goals;
  - Review student data and create an SLO using the SLO planning form.

- Based on the Self-Review of performance and SLO, identify at least one PPG. Districts may create more than one PPG and/or SLO;
- Submit the EEP to the evaluator prior to the Planning Session;
- Meet with an evaluator for the Planning Session;
- Prepare for observations and plan to gather principal practice evidence from other sources;
- Provide the evaluator with evidence before the Mid-Year/Mid-Interval Review;
- Prepare for the Mid-Year Review by completing the EEP mid-interval progress update;
- Meet with an evaluator for the Mid-Year Review;
- Prepare for the End-of-Cycle Summary Conference: self-score the SLO, submit final evidence, and complete the EEP end-of-interval progress update;
- Meet with an evaluator for the End-of-Cycle Summary Conference;
- Use Summary results to inform performance goals and professional development planning for the following year; and
- Sign-off on final evaluation scores within Teachscape.

*In addition to participating in their own evaluation, principals play a central role in the associate/assistant principal and teacher evaluation processes. Given the principal's important role evaluating performance, the **Wisconsin Framework for Principal Leadership and evaluation processes include analysis of the quality of implementation of performance evaluations.** Because new systems can create new challenges, **districts are strongly encouraged to consider ways to alleviate other management burdens** to allow principals to focus on their EE responsibilities. This will help them address the two most important aspects of student achievement: teacher effectiveness and school leadership.*

## Evaluator Responsibilities

Principal evaluators, typically the district superintendent, should serve as a leadership coach. This role requires objectively evaluating the current professional practice of the principal and providing constructive, formative, and summative feedback to inform professional growth. An evaluator **MUST** hold an active administrative license, per PI. 8. Principal evaluators will:

- Ensure a district-wide system is in place to implement EE at the local level, including professional development about the EE System;
- Schedule and facilitate the district orientation for principals in a Summary Year;\*
- Prepare for and schedule the Planning Session;
- Facilitate the Planning Session using the EEP;
- Complete a minimum of one scheduled observation, and document the observations;
- Complete two to three sampling school visits (which can be announced or unannounced), and document;\*
- Provide written or verbal formative feedback within one week of the scheduled observations;
- Monitor the principal's data collection throughout the year;\*
- Prepare for and schedule the Mid-Year/Mid-Interval Review;
- Facilitate the Mid-Year/Mid-Interval Review using the EEP mid-interval progress update completed by the principal;
- Assign professional practice scores and the holistic SLO score to prepare for the End-of-Cycle Summary Conference;
- Schedule the End-of-Cycle Summary Conference;
- Facilitate the End-of-Cycle Summary Conference using the End-of-Cycle Summary;
- Submit holistic SLO score and professional practice scores in accordance with local HR processes and policies; and
- Share and provide documentation of the holistic SLO score and the professional practice scores with the principal.

*\*An effectiveness coach, described next, could assist with these steps.*

### **Principal Effectiveness Coach Role**

The EE Design Team recommended the EE System include a mentor role to support ongoing formative feedback and help improve practice. Accordingly, DPI included the Effectiveness Coach, an optional role, as part of the EE System. Districts may choose to designate an Effectiveness Coach to assist with formative and/or summative feedback.

DPI intentionally has not defined specific responsibilities for this optional role in order to allow districts to determine roles best suited for their particular contexts.

Educators holding a variety of positions have served as Effectiveness Coaches, including district curriculum directors, associate principals, CESA personnel, literacy and other content specialists, classroom teachers, and building administrators. Districts have utilized Effectiveness Coaches for instructional coaching to data support to the local coordination of the EE System. DPI has created a [Coaching Conversations to Support Educator Effectiveness online trainings](#) toolkit to support those individuals whose role is coaching educators in the EE process.

Possible roles for Effectiveness Coaches include:

- Support the evaluation of processional practice:
  - Guide principals through evaluation process;
  - Help develop PPGs;
  - Help define leadership strategies used to achieve goals;
  - Observe principal practice and provide formative feedback (an Effectiveness Coach can contribute to a principal's practice and/or outcomes summary IF district principals agree AND the Effectiveness Coach holds a current, active administrative license);
  - Engage in discussions of practice; and
  - Guide principals to professional development opportunities and other resources.
- Support the SLO process:
  - Help principals access and interpret data;
  - Support principals in writing and refining SLOs;
  - Provide formative feedback on strategies used to achieve goals
- Coordinate building or district implementation:
  - Participate in communication activities to raise awareness and improve understanding of the EE System;
  - Coordinate meetings, observations, documentation, and other aspects of implementing the System to keep processes on track and implemented as designed; and
  - Serve as a resource supporting principal or teacher understanding of policies and processes of the EE System.
- Facilitate EE data:
  - Keep educators informed on aspects of student achievement data, including the nature and timing of data available, how to interpret and use data, the release schedules for types of data, etc.

Throughout this manual, specific examples are provided regarding how Effectiveness Coaches can support the principal evaluation process.

## 2.2 Overview of the *Wisconsin Framework for Principal Leadership*

A work group of Wisconsin educators led by evaluation experts from the Wisconsin Center for Education Research developed the *Wisconsin Framework for Principal Leadership*, which aligns with the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards and the Wisconsin Educator Standards for Administrators. (For alignment to ISLLC, see Appendix A.)

The rubric organizes school leadership into two domains, five subdomains, and 21 components. The two domains are *Effective Educators* and *Leadership Actions*:

1. **The Effective Educators Domain** emphasizes the important influence effective leaders have on educator, student, and organizational learning within its two subdomains : 1.1, Human Resource Leadership; and 1.2, Instructional Leadership.
2. **The Leadership Actions Domain** focuses on leadership behaviors that help shape school working conditions in three subdomains: 2.1, Personal Behavior; 2.2, Intentional and Collaborative School Culture; and 2.3, School Management.

The subdomains contain 21 components representing leadership competencies. Each of the 21 components includes a four-level rubric with descriptions of levels of principal performance characterized as unsatisfactory, basic, proficient, and distinguished.

The components, subdomains, and domains cannot define everything principals do in their important roles; instead, they identify competencies that help guide principal leadership development across the career spectrum, and create a method to assess principal professional practice.

The following sections describe the domains, subdomains, and components, including examples of possible evidence sources. The full rubric and the complete evidence source list linked to the components can be found in Appendices B and C. *Figure 2* provides an overview of the *Wisconsin Framework for Principal Leadership*.

**Figure 2: Wisconsin Framework for Principal Leadership**

Domain 1: Effective Educators		Domain 2: Leadership Actions	
<b>1.1 Human Resource Leadership</b>		<b>2.1 Personal Behavior</b>	
1.1.1 Recruiting and Selecting		2.1.1 Professionalism	
1.1.2 Assignment of Teachers and Instructional Staff		2.1.2 Time Management and Priority Setting	
1.1.3 Observation and Performance Evaluation		2.1.3 Use of Feedback for Improvement	
1.1.4 Professional Development and Learning		2.1.4 Initiative and Persistence	
1.1.5 Distributed Leadership			
<b>1.2 Instructional Leadership</b>		<b>2.2 Intentional and Collaborative School Culture</b>	
1.2.1 Mission and Vision		2.2.1 School Climate	
1.2.2 Student Achievement Focus		2.2.2 Communication	
1.2.3 Staff Collaboration		2.2.3 Conflict Management and Resolution	
1.2.4 Schoolwide Use of Data		2.2.4 Consensus Building	
1.2.5 Student Learning Objectives (Teacher SLOs)			
		<b>2.3 School Management</b>	
		2.3.1 Learning Environment Management	
		2.3.2 Financial Management	
		2.3.3 Policy Management	

### Domain 1: Effective Educators

Effective school leadership builds, sustains, and empowers effective teaching through the intersection of human resources leadership and instructional leadership.

#### *1.1 Human Resource Leadership*

As effective human resource leaders, principals recruit, select, develop, and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.

- 1.1.1 Recruiting and Selecting
- 1.1.2 Assignment of Teachers and Instructional Staff
- 1.1.3 Observation and Performance Evaluation
- 1.1.4 Professional Development and Learning
- 1.1.5 Distributed Leadership

#### *1.2 Instructional Leadership*

As effective instructional leaders, principals work with the school community to articulate a vision of improvement that is shared by all. This vision is verified by classroom observations and feedback, collaborative work opportunities, and rigorous student learning objectives. Effective principals focus on results by setting clear staff and student expectations, and facilitating the use of data for student growth.

- 1.2.1 Mission and Vision
- 1.2.2 Student Achievement Focus

- 1.2.3 Staff Collaboration
- 1.2.4 Schoolwide Use of Data
- 1.2.5 Student Learning Objectives (Teacher SLOs)

## **Domain 2: Leadership Actions**

Effective principals take leadership actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment that is focused on achievement for all learners, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

### *2.1 Personal Behavior*

Effective principals model professionalism by exhibiting ethical and respectful behavior in interactions with students, staff, parents, and the community. Effective principals also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to achieve school goals and improve performance.

- 2.1.1 Professionalism
- 2.1.2 Time Management and Priority Setting
- 2.1.3 Use of Feedback for Improvement
- 2.1.4 Initiative and Persistence

### *2.2 Intentional and Collaborative School Culture*

Effective principals establish a climate of trust and collaboration among school staff, students, and the community by ensuring that the school is inclusive, culturally responsive, and conducive to student learning. They build positive relationships by effectively communicating, managing conflicts, and forging consensus for improvement.

- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Conflict Management and Resolution
- 2.2.4 Consensus Building

### *2.3 School Management*

Effective principals manage school finances and work within policies to create an environment of school improvement and student achievement. Effective principals are active in changing policies, when needed, to better reflect school, district, and state goals.

- 2.3.1 Learning Environment Management

### 2.3.2 Financial management

### 2.3.3 Policy Management

The *Wisconsin Framework for Principal Leadership* defines four levels of performance for each component. The levels describe the qualities of a principal's observed leadership practice (not the qualities of the principal as a person). *Figure 3* illustrates the levels of performance.

**Figure 3: Levels of Performance**

			Distinguished (Level 4)
		Proficient (Level 3)	Refers to professional practice that involves and empowers staff, students and community in the learning process to create a highly successful school. Principals performing at this level are master administrators and leaders in the field, both inside and outside of their school.
	Basic (Level 2)	Refers to successful, professional practice. The principal consistently leads at a proficient level. It would be expected that more experienced principals would frequently perform at this level.	
Unsatisfactory (Level 1)	Refers to principal practice that demonstrates some knowledge and skills to influence student and organizational learning, but the application is inconsistent (perhaps due to recently entering administration or recently transitioning to a new administrative role). Guidance and support around necessary competencies is needed.		
Refers to principal practice that does not display understanding of the concepts underlying the element(s). Such practice negatively impacts educator performance and school progress. Intensive intervention and support is needed.			

*Figure 4*, on the following page, provides an example from the scoring rubric, describing the levels of performance pertaining to component *1.2.1: Mission and Vision*, which falls under the Instructional Leadership subdomain (see full rubric in Appendix B).

**Figure 4: (Component 1.2.1) Mission and Vision**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Distinguished (Level 4)
<ul style="list-style-type: none"> <li>• Articulates instructional vision or mission that lacks coherence and is not reflected in School Improvement Plan</li> <li>• Implements school improvement plan without cultivating commitment to ownership of vision and/or mission</li> <li>• Does not assess School Improvement Plan progress and results</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates instructional vision and mission, but some aspects are unclear and/or missing from School Improvement Plan</li> <li>• Implements School Improvement Plan with involvement of some stakeholders, but awareness and ownership of school's vision and/or mission is not shared widely among students and staff</li> <li>• Inconsistently assesses School Improvement Plan progress and results</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and communicates clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan</li> <li>• Implements School Improvement Plan with input from staff and some external stakeholders, using evidence-based strategies</li> <li>• Periodically assesses School Improvement Plan progress and results</li> <li>• Updates vision and mission as needed based on relevance to research and school-based evidence</li> <li>• Ensures that mission and vision are known and accepted by a majority of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Creates, communicates and maintains clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan</li> <li>• Implements School Improvement Plan with input from broad representation of internal and external stakeholders, using evidence-based strategies</li> <li>• Regularly assesses School Improvement Plan progress and uses results to inform current and subsequent plans</li> <li>• Updates vision and mission as needed based on relevance to research and school-based evidence</li> <li>• Fosters an environment in which students, staff, and community as a whole assume responsibility for school's vision, mission and values</li> </ul>

### **The Evaluation of Assistant/Associate Principal Practice**

Assistant/Associate Principals follow a scoring system that is very similar to the one used by principals, but differs in one important way. In a Summary Year, AP educator practices are evaluated with only a portion of the components from the *Wisconsin Framework for Principal Leadership* (10 required components, plus additional components that fit the APs role), whereas principals are rated on all 21 components.

The 10 required components were identified by the AP work team as common to most AP roles and responsibilities. The other 11 components are optional. APs and their evaluators may add as many optional components as relevant to accurately reflect the job functions of the AP or to provide the AP with opportunities to demonstrate new competencies that will help them grow in their role and prepare for the principalship.

### *Required Components*

- 1.2.2 Student Achievement Focus
- 2.1.1 Professionalism
- 2.1.2 Time Management and Priority Setting
- 2.1.3 Use of Feedback for Improvement
- 2.1.4 Initiative and Persistence
- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Conflict Management
- 2.2.4 Consensus Building
- 2.3.3 Policy Management

### *Optional Components Depending on Role*

If the AP evaluates teachers as part of their responsibilities, the following additional components are required:

- 1.1.3 Observation and Performance Evaluation AND
- 1.2.5 Student Learning Objectives (Teacher SLOs)

### *Other Optional Components*

It is not necessary to select a minimum number of additional optional components. Evaluators and APs include the following optional components if they help to fully define the APs assigned responsibilities or encourage the APs professional development.

- 1.1.1 Recruiting and Selecting
- 1.1.2 Assignment of Teachers and Staff
- 1.1.4 Professional Development and Learning
- 1.1.5 Distributed Leadership
- 1.2.1 Mission and Vision
- 1.2.3 Staff Collaboration
- 1.2.4 Schoolwide Use of Data
- 2.3.1 Learning Environment Management
- 2.3.2 Financial Management

## 2.3 Overview of the Educator Effectiveness Plan: School Learning Objectives and Professional Practice Goals

Annually, each principal will create an EEP. The purpose is to focus the principal on desired student outcome goals and then align leadership practice to achieve these goals. EEPs consist of an SLO and a PPG. The EEP forms are included in Appendix D for reference. *Figure 5* shows the breakdown of the EE score.

### School Learning Objectives

SLOs are rigorous, achievable goals developed collaboratively by principals and their evaluators based on identified student learning needs across a specified period of time (typically an academic year). Principals will develop one SLO annually, for a minimum of one to three SLOs available as evidence towards their holistic SLO score in their Summary Year, depending on how many years are in their Effectiveness Cycle. An [SLO Toolkit](#) is available with additional information related to SLOs.

### Professional Practice Goal

A PPG is a goal focused on an educator's practice. Principals will develop one practice-related goal annually. *This goal is not scored*, but serves to align an educator's SLO to their professional practice. Section III will detail the development of the EEP, including the SLO and the PPG. The section also explains observations and other evidence collection, the scoring process of SLOs, and scoring the components of professional practice through the year-long evaluation process.

# Steps in the Principal Evaluation Process

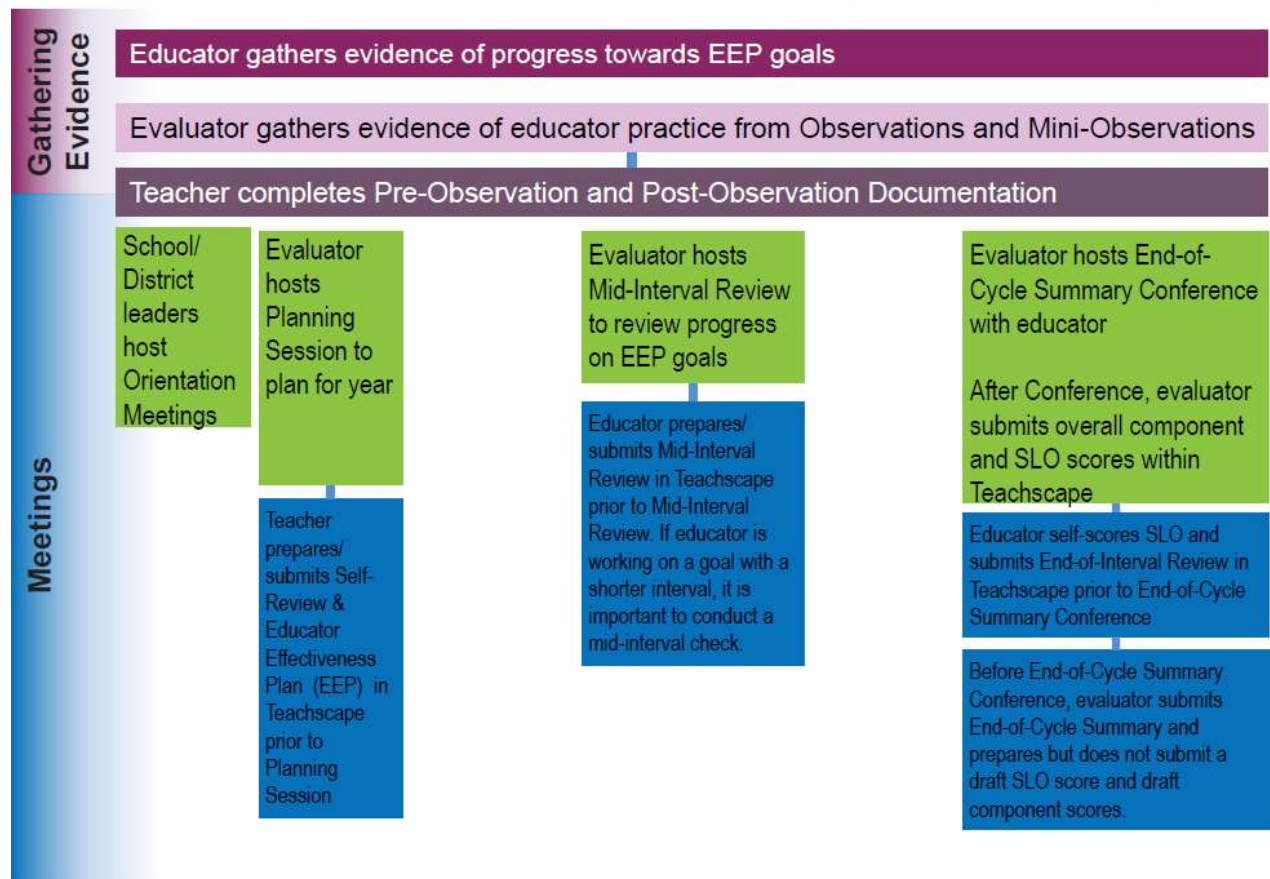
# 3

This section describes the principal evaluation process, including the evaluation of principal professional practice and the SLO, which will occur over the course of a school year. *Figure 10* provides an illustration of the main steps principals take as they progress through the evaluation process. These sequential steps include:

- Step 1—Principal Evaluation System Orientation
- Step 2—Development of the EEP
- Step 3—Planning Session
- Step 4—Observations, Evidence Collection, and Ongoing Feedback
- Step 5—Mid-Year Review
- Step 6—Final Principal Evaluation
- Step 7—End-of-Cycle Summary Conference
- Step 8—Use of Evaluation Results to Inform Future Goals

**Figure 5: Summary Year Evaluation Timeline**

## Overview of the Educator Effectiveness System: Summary Year



\*Supporting Year Evaluation Timeline is included in Appendix E.

### **3.1 Beginning of the School Year: Orientation and Goal Setting**

#### **Step 1: Principal Evaluation System Orientation**

During the first year of implementation and for principals who are new to a district, district leaders will facilitate a principal orientation. This orientation familiarizes educators and evaluators with how the EE System will work in their particular school or district. This orientation should take place in August or September. An orientation should include the following information:

##### **1. Principal Evaluation System Overview**

- a. Provide principals with an overview of the principal evaluation process, key components, and timelines and deadlines.
- b. Discuss the *Wisconsin Framework for Principal Leadership*, number of observations, and school visits.
- c. Encourage principals to explore resources.
- d. Discuss the development of the EEP, which includes one SLO and one PPG.
- e. Discuss how principals will access and document their work.
- f. Discuss any questions or concerns.

##### **2. Effectiveness Coach Role**

- a. Identify district personnel in this role.
- b. Describe how this role will support the principal, evaluator, and evaluation processes.
- c. Provide contact information.

##### **3. Effectiveness Cycle Scheduling**

- a. Describe the process for scheduling Planning Sessions, observations, Mid-year Reviews and the End of Cycle Summary Conference.
- b. Begin identifying dates on calendars.

#### **Step 2: Development of the Educator Effectiveness Plan**

In both Summary and Supporting Years, the principal evaluation system requires principals to create student growth and educator practice goals. It is highly likely that these processes already occur at the district and school level. If so, the EE System will not create new processes or duplicate existing processes, but should simply integrate these steps within the context of the EE principal evaluation process. For example, principals likely analyze student and school data to develop specific goals as part of annual school improvement planning processes and will easily understand and continue these processes as part of the principal

evaluation. Principals should develop their EEP in August, September, or October.

#### *Educator Effectiveness Plan (EEP)*

EEPs consist of an SLO, a PPG, and the leadership strategies and support needed to meet these goals. The detailed steps for developing the SLO and PPG goal statements are outlined below. EEPs are documented in forms.

#### *SLO Goal Setting Steps*

**Review student data.** To establish a focus for school improvement and the SLO, principals must first review student data to identify an area or areas of academic need. An annual school needs assessment and/or the school improvement plan process used by the school and district (if applicable) could guide this analysis of student data. During this process, principals should identify a target student population on which to focus school improvement outcomes. Principals will document baseline data, or the current level of mastery for the targeted learning area, at the beginning of the year using an appropriate assessment (either a formal pretest measure or other appropriate indicator).

**Identify content and grade level.** Based on the student data review, principals will identify and choose the appropriate learning content and grade level for the SLO.

**Identify student population.** Following a review of the student achievement data and the identification of the learning content and grade level for the SLO, principals will identify the target student population and how the data analysis supports the identified student population.

**Identify targeted growth.** Next, principals must establish their SLO growth goal. Drawing upon baseline data, principals will first determine whether to develop a differentiated or tiered goal due to varying student needs across the population, or a single goal for an entire population group. While principals might develop non-differentiated goals in situations where the population starts with very similar levels of prior knowledge or baseline data, DPI anticipates that differentiated growth targets will become the norm as principals accumulate sufficient data from the implementation of multiple new statewide initiatives (e.g., statewide accountability and report cards, statewide student information system, Smarter Balanced assessments, EE data).

**Identify SLO interval.** Next, the principal must identify the SLO interval. SLO intervals typically extend across an entire school year, but shorter intervals are possible (i.e., semester for secondary school academic outcomes).

**Identify evidence sources to measure student progress.** Then, principals identify the appropriate, high-quality assessment tool or evidence source(s) needed to determine progress toward set goals. Such sources might include district-developed common assessments and portfolios or projects of student work (when accompanied by a rigorous scoring rubric and baseline data that

*DPI created an [SLO Toolkit](#) that provides resources for professional development within LiveBinders. The content includes the development, monitoring, and scoring of high quality SLO goals. DPI has also created an [SLO Repository](#) of sample SLOs.*

provides comparison of progress across the year). Guidance on the components of a high-quality local assessment can be found in Appendix F.

**Write the SLO.** Principals will record their SLO goal statement in their EEP. An SLO goal statement should meet SMART goal criteria: Specific, Measurable, Attainable, Results-based, and Time-bound. These goals should align with the principal practice goal developed as part of the PPG-setting process (described in a later section). For more information, see the resources on the [EE website](#).

**Determine leadership strategies and supports.** The principal identifies and documents the leadership strategies and supports necessary to meet the goal(s) specified in the SLO. These might include collaborative efforts between the principal and teams of educators, instructional strategies, professional development, and other supports.

The steps involved in preparing SLOs should adhere to the guiding questions and criteria specified in the [SLO and Outcome Summary Process and Scoring Guide](#) located in Appendix G. Principals can use the checklist to guide each step in SLO development.

#### *Self-Review of Professional Practice*

In Summary Years, each principal will reflect on their leadership practices at the beginning of the school year and complete the principal Self-Review within Teachscape. The Self-Review focuses on the subdomains and components of the *Wisconsin Framework for Principal Leadership* and helps inform the development of the PPG, prepare for evidence collection, and prepare for meetings with the evaluator. It is optional in Supporting Years. A screenshot of the Self-Review within Teachscape is included in Appendix H.

#### *PPG Goal Setting*

After developing an SLO and reviewing their Self-Review, the principal will develop one PPG that, when aligned to the SLO, will increase the likelihood of success on their SLO. Principals will document the PPG and reference the relevant SLO, if applicable, and the related *Wisconsin Framework for Principal Leadership* subdomains and components. However, educators may write a PPG that relates to pieces of data other than the SLO. For this reason, DPI recommends but does not require that the PPG support the SLO.

SMART goals should guide the development of the PPG. See Appendix I for guidance on setting SMART goals.

A schoolwide continuous improvement process or cycle of inquiry can also help principals develop goals and strategies to achieve those goals. When principals use the cycle of inquiry, data are collected and analyzed to inform the development of SMART goals and related strategies. The cycle continues as data are used by principals and their evaluators to assess the effectiveness of the implemented strategies. See Appendix J for guidance on using the cycle of inquiry.

Developing a PPG will help principals focus their professional growth and help evaluators focus activities for the year. However, evaluators will still assess all of the components from the *Wisconsin Framework for Principal Leadership* to provide the principal a comprehensive picture of principal practice.

#### *Submit Planning Forms to Evaluator*

Once principals complete the EEP, the principal submits it to their evaluator prior to the Planning Session. In a Summary Year, the principal will also submit the Self-Review. This submission should occur no later than the second week of October. Evaluators should review the EEP and use the [SLO and Outcome Summary Process and Scoring Guide](#) (Appendix G) to review the SLO prior to the Planning Session in order to support collaborative, formative discussions during the Session.

[Creating SMART SLOs](#)

[LiveBinder Toolkit](#) is

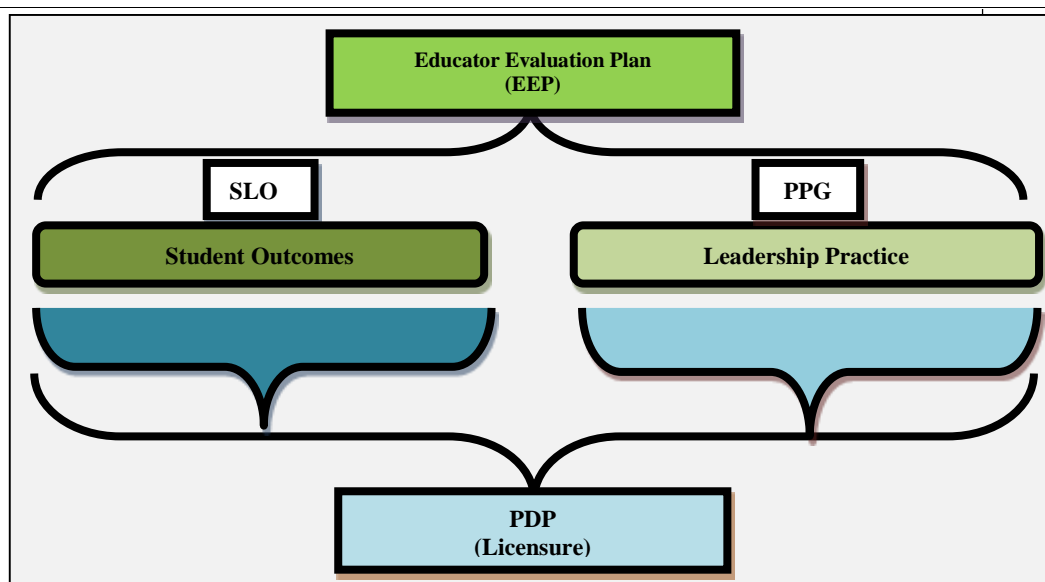
available in the DPI

Educator Effectiveness

Professional Learning on

Demand resources.

**Figure 6: Improving Professional Practice Goal Alignment**



#### **Goal Alignment: Professional Development Plan and Educator Effectiveness Goals**

*In Summary Years, principals will self reflect on their practice using the Wisconsin Framework for Principal Leadership. By connecting the leadership strategies identified in the SLO goal to the Wisconsin Framework for Principal Leadership rubrics, principals can consider next steps needed to strengthen practice in those areas. Principals will draw upon this analysis to inform the development of their PPG.*

*Professional Development Plan (PDP) goals reflect Wisconsin educator standards, and educators must develop broad goals so that the educator can continue to work within the goals in the event that educator changes districts, buildings, or grade levels. The PDP goals reflect both instructional strategies (I will...) and student outcomes (so that students...).*

*While licensure and evaluation must remain separate processes due to legal requirements in state legislation, the process of setting goals for licensure can and likely will relate to the goals identified within the EE System. PDP goals should be broad enough to transfer and relate to the work within both the practice and student outcomes portions of the evaluation system. PDP goals can inform the work of the educator as it applies to their evaluation. Educators should not use identical goals for practice and outcomes. However, it is likely that one can inform the other (see figure 6).*

### Step 3: Planning Session

During the fall of a Summary Year, typically in September or October, a principal will meet with his or her evaluator in a Planning Session. During this session, the principal and evaluator will collaborate to complete the following activities:

- Review the Self Review and EEP.
  1. Review the draft SLO goal and PPG set by the principal.
  2. Discuss and adjust the goals if necessary. Finalize goals based on principal and evaluator input.
    - To aid in reviewing high quality goals, DPI has provided an [SLO and Outcome Summary Process and Scoring Guide](#). This document is located in Appendix G.
- Identify actions and resources needed to meet the PPG and the SLO goals.
- Identify possible evidence sources related to the PPG and SLO goals.
- Set the evaluation schedule, including observations, meetings, and methods of collecting other sources of evidence.

## 3.2 Across the School Year: Observations, Evidence, and Formative Feedback

### Step 4: Observations, Evidence Collection, and Ongoing Feedback

From October through May, principals and their evaluators collect evidence of progress toward meeting the PPG, SLO and professional practice aligned to the *Wisconsin Framework for Principal Leadership*. Evaluators should provide ongoing formative feedback to Summary year principals through informal discussions, written feedback, the Mid-Year Review, the End of Cycle Summary Conference.

#### *Observations and Sampling School Visits*

In a Summary Year, evaluators of principals conduct one announced school visit observation (with pre-observation planning and post-observation feedback), plus two to three shorter sampling school visits, with at least two sampling school visits during the Summary year.

Scheduling observations is strongly encouraged so that the evaluator can capture the principal in action on relevant components of the *Wisconsin Framework for Principal Leadership* or on areas for which the principal would like feedback. Observation lengths are not prescribed. Evaluators should use their professional judgment to determine the length of time needed to gather reliable evidence of principal professional practice and to provide useful feedback. School sampling

visits do not need to be scheduled, but allow the evaluator to observe the school climate and/or see the principal engaged in typical leadership practice.

Evaluators take notes during visits on event location and activity and then compile the notes as evidence, link evidence to relevant subdomains and components from the *Wisconsin Framework for Principal Leadership*, and store notes. Evaluator notes inform formative feedback which should be given to the principal within one week of the observation.

There are a number of different observation venues that evaluators should consider. Observations may include a principal's interactions and activities with faculty and staff, students, peers, and/or the community. For example, observations may focus on how the principal leads a team meeting, school assembly or community engagement meeting. Evaluators may also want to join the principal during a teacher evaluation and post-observation discussion, or view a video of the evaluation encounter, to see how the principal conducts the teacher evaluation process and provides instructional feedback.

Sampling school visits are less formal opportunities for the evaluator to get a sense of the normal flow of the school day and observe the principal in their varied roles. Principal evaluators may use the opportunity to monitor school start and release processes, class transitions, leader visibility and interactions with staff and parents, and teaching and learning that occurs in the school. These valuable opportunities help evaluators collect evidence for assessing leadership practice and inform ongoing feedback to the principal.

#### *Other Evidence Collection*

In addition to information collected through scheduled observations and school sampling visits, evaluators and principals collect evidence of principal practice throughout the school year. These other sources may include interviews, surveys, or artifacts as determined during the Planning Session. A list of possible artifacts linked to the subdomains and components of the *Wisconsin Framework for Principal Leadership* is provided in Appendix C.

Evaluators and principals may collect and compile evidence from observations and artifacts in Summary and Supporting Years. Once an evaluator obtains adequate information to assess each component of the *Wisconsin Framework for Principal Leadership*, the evaluator will select the performance level that best matches the evidence of practice for each component. This will likely occur during the second half of the Summary Year.

In addition to evidence of principal practice, principals will collect data at the specified intervals and monitor the progress of their SLO during the evaluation period indicated. Based upon the data collected, the principal adjusts leadership strategies utilized to ensure that all students meet school and district expectations, and to determine if the targeted population for the SLO is progressing toward the stated objective(s). Appendix F includes guidance around SLO evidence (assessment) sources.

### **Step 5: Mid-Year Review**

In December or January (or sooner if the SLO interval is less than a year), the principal and his or her evaluator will meet for a formative review of the principal's progress toward meeting his or her PPG and SLO. Principals will document their SLO and PPG progress prior to the Mid-Year Review. The EEP mid-interval progress update in Teachscape is included in Appendix K. At the Mid-Year Review, principals provide documentation regarding the status of goals, evidence of progress, and any barriers to success. Evaluators may discuss whether principals might adjust targeted outcomes specified in the original SLO if the original target is clearly either too low (e.g., most, if not all, students will meet the goal easily) or too high (e.g., many or all students will not meet the goal, even if they are learning at an exceptional rate and the principal's strategies are working as intended). Evaluators may also discuss adjustments to principal leadership strategies to better meet SLOs and PPGs. The [SLO and Outcome Summary Process and Scoring Guide](#) can be used in the Mid-Year Review to assist with ongoing formative feedback.

## **3.3 Spring: Final Scoring Process**

### **Step 6: Final Principal Scores**

Near the end of the Summary year, the principal will submit final evidence to their evaluator and the score for their self-scored SLO. The evaluator then assigns and documents a holistic SLO score (considering all SLOs in the Effectiveness Cycle) and scores for each professional practice component. The principal and evaluator will participate in an End-of-Cycle Summary Conference to discuss goals, outcomes, professional development opportunities, and next year's goals. Reflections and lessons learned from the Effectiveness Cycle are documented in the End-of-Cycle Summary forms (see Appendix L and M).

#### *Submit Final Evidence to Evaluator*

Each principal submits all final evidence, including self-scores for the SLOs and professional practice evidence, to their evaluator prior to the End-of-Cycle Summary Conference.

Near the end of the Summary year, principals will complete the EEP end-of-interval progress update noting progress made on their PPG and SLO over the course of the year. Principals should identify specific evidence to justify stated progress.

#### *Final Scoring of Practice and SLOs*

Once a principal submits final evidence to their evaluator, the evaluator completes and documents the final scores. The evaluator scores all components of the *Wisconsin Framework for Principal Leadership* at one of the four performance levels for principals. (For guidance on which components are scored for assistant/associate principals, see section page 14 of this manual.)

Evaluators will not assign a score to the PPG, but will provide written feedback for the PPG and associated practice components. Evaluators consider evidence

collected for the PPG along with other evidence of practice to inform final scores.

Evaluators will review all submitted SLOs (minimum of one and maximum of six) as final evidence. The evaluator will draw upon this evidence to assign a single score of 1 to 4 using the SLO scoring rubric (Appendix N). The SLO scoring range (1-4) of the SLO scoring rubric aim to incentivize improved data and assessment literacy, rigorous goal setting, progress monitoring, and self-scoring to positively impact teacher practice and student outcomes.

### **Step 7: End of Cycle Summary Conference (Summary Year)**

The End of Cycle Summary Conference should take place during April, May, or June. During this conference, the principal and his or her evaluator meet to discuss achievement of PPG and SLO goals. Evaluators will review goal achievement and provide feedback. Prior to the conference, the principal and the evaluator complete the End-of-Cycle Summary Forms. The evaluator and principal will also discuss scores on the components of the *Wisconsin Framework for Principal Leadership* and the holistic SLO score.

Based on final scores and comments on goals, evaluators and principals should identify growth areas for the following year.

#### *Locally Document End-of-Cycle Summary Results*

After the End-of-Cycle Summary Conference, evaluators will locally document the final scores in accordance with local policies and procedures. The principal should also have access to or receive copies of final scores and feedback for their records.

### **Step 8: Use of Evaluation Results to Inform Future Goals**

Results from the Effectiveness Cycle inform the principal's EEP and SLO goals for the following year as well as professional development activities and support.

Local districts and school boards will determine how to use data from the EE System within their own context. DPI recommends that districts consider quality implementation practices, research, district culture, AND consult with legal counsel prior to making human resources decisions. DPI also recommends that decisions support the purpose of the System, supporting educator practice to improve student outcomes.



# Resources

# 4

## Definitions of Key Terms

**Artifacts:** Forms of evidence that support an educator’s evaluation. Artifacts can include documents such as meeting agendas, school newsletters, or school improvement plans. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

**Assessment/Evidence Source:** Include common district assessments, and existing standardized assessments not already included as student outcomes within the EE System (e.g., standardized, summative state assessment and standardized district assessment data).

**Attainment:** “Point in time” measure of student learning, typically expressed in terms of a proficiency category (advanced, proficient, basic, minimal).

**Baseline:** Measure of data at the beginning of a specified time period, typically measured through a pretest at the beginning of the year.

**Components:** The most specific description level in the *Wisconsin Framework for Principal Leadership*. Three to five components represent each subdomain. Each component includes a four-level rubric that describes performance on the component. There are 21 components in the *Wisconsin Framework for Principal Leadership*.

**Consecutive Years:** Each year following one another in uninterrupted succession or order.

**Domains:** There are two domains, or broad areas of leadership responsibility, in the *Wisconsin Framework for Principal Leadership*: Effective Educators and Leadership Actions. Under each domain, two to three subdomains describe the main aspects of a domain.

**Educator Effectiveness Plan (EEP):** An annual plan, documented in Teachscape that lists the Student Learning Objective(s), Professional Practice goals, and Professional Growth Strategies and Support for an educator, along with the activities required to attain these goals and the measures necessary to evaluate the progress made on them.

**Educator Effectiveness (EE) System:** Its primary purpose is to support a system of continuous improvement of educator practice, from pre-service to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 Wisconsin Act 166. The System refers to all models of educator practice—whether districts use the DPI Model, CESA 6, or other approved equivalent model.

**Effectiveness Coach:** The effectiveness coach is an optional, but highly recommended role in the EE System and is intended to help support ongoing formative feedback and support to both evaluators and those being evaluated.

**Evaluation Rubric:** An evidence-based set of criteria across different domains of professional practice that guide an evaluation. Practice is rated across four scoring categories that differentiate effectiveness, with each score tied to specific “look-fors” to support the scores. The DPI Evaluation Model uses the *Wisconsin Framework for Principal Leadership* as its evaluation rubric for principal practice.

**Evidence:** Artifacts, documents, or other information used to determine progress towards an identified goal.

**Evidence Collection:** The systematic gathering of evidence that informs the evaluation of a principal’s practice. In the EE System, multiple forms of evidence are required to support a principal’s evaluation and are listed in Appendix C.

**End of Cycle Summary Conference:** The principal and their evaluator meet to discuss achievement of the Professional Practice and SLOs, review collected evidence, and discuss results and scores on the elements of the *Wisconsin Framework for Principal Leadership*.

**Framework:** The combination of the evaluation rubric, evidence sources, and the process of using both to evaluate an educator.

**Full Pilot:** In 2013-14 the Wisconsin EE System underwent full pilot testing in volunteer districts across the state to test the alignment and integration of practice and outcome measures and to further refine its components and processes.

**Goal Statement:** Specific and measurable learning objective that can be evaluated over a specific designated interval of time (e.g., quarter, semester, year).

**Indicators/Look-fors:** Observable pieces of information for evaluators to identify or “look-for” during an observation or other evidence gathering. Indicators are listed in the Sources of Evidence (Appendix C).

**Inter-Rater Agreement:** The extent to which two or more evaluators agree in their independent scores of an educator’s effectiveness.

**Interval:** Period of time over which student growth will be measured under a School Learning Objective (typically an academic year, although other intervals are possible).

**Learning Content:** Content drawn from Common Core State Standards, Wisconsin Model Academic Standards, 21st Century Skills and Career Readiness Standards, or district standards. The learning content targets specific academic concepts and skills that students should know as of a given point in time.

**Leadership Strategies:** Appropriate leadership strategies intended to support student growth for the targeted population.

**Mastery:** Command or grasp of a subject; an expert skill or knowledge.

**Mid-Year Review:** A formal meeting scheduled by the evaluator at the mid-point of the evaluation interval. During this (Summary Year) meeting, the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need.

**Observations:** One source of evidence used to assess and provide feedback on principal performance. Observations may be formal (scheduled with set time duration) or informal (short and impromptu). The evaluator should provide verbal or written formative feedback to the principal. The EE System requires at least one formal observation during a Summary Year.

**Orientation:** The first step in the EE evaluation process, the orientation takes place prior to or at the beginning of the rating school year for new principals who have not gone through the Effectiveness cycle. Districts will review the use of the professional practice frameworks, the related tools and resources, timelines for implementation, and expectations for all participants in the System.

**Planning Session:** A conference in the fall during which the principal and their primary evaluator discuss the principal's Self Rating and Educator Effectiveness Plan and actions needed to meet goals. An evaluation schedule, scheduled observations, and process for evidence collection are determined at this time. Participants also set an evaluation schedule, schedule observations and the timing and process for other evidence collection.

**Post-observation conference:** A conference that takes place after an observation during which the evaluator provides feedback verbally and in writing to the principal.

**Post-test:** Assessment administered to evaluate cumulative student learning at the end of a time period, as specified under an SLO. Also referred to as summative assessments.

**Pre-observation conference:** A conference that takes place before an observation during which the evaluator and principal discuss important elements of planned activities that might be relevant to the observation.

**Pretest:** Initial, or baseline, measure typically administered at the beginning of the academic year. Pretest data can be used to establish baseline levels of student learning at the beginning of an instructional period. This can include a formal pretest, information from the prior year, work samples, or other available data.

**Professional Practice Goals (PPGs):** A PPG is a goal focused on an educator's practice. Principals will develop one practice-related goal annually. This goal is not scored, but serves to align an educator's SLO to his or her professional practice.

**Progress Monitoring:** The process during which principals review the target population's progress towards an identified goal using assessment data or other evidence sources. Progress monitoring may include the use of benchmark, or interim, assessments to measure students' progress toward meeting a goal.

**School Learning Objectives (SLOs):** Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual principals. Principals must develop an SLO based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific strategies or supports that will allow for the attainment of the growth goals. The ultimate goal of an SLO is to promote student learning and achievement while providing for growth, reflection, and innovation.

**Self-Review of Performance:** Principals will complete a self-review at the beginning of the Summary Year, which will ask principals to reflect on their past performance, relevant student learning data, and prior evaluation data using the *Wisconsin Framework for Principal Leadership*.

**Subdomains:** The descriptions of the main aspects of a domain, there are five subdomains in the *Wisconsin Framework for Principal Leadership*. The five subdomains are further subdivided into 21 components.

**Targeted Growth:** Level of expected growth, or progress towards an identified goal, made by a target population. Growth targets may be differentiated within a target population.

**Targeted Population:** Group(s) of students, or teachers, for whom an SLO applies.

**Value-Added:** A growth measure based on state assessment data that compares student growth at the school or classroom level to teachers or schools that had similar students (as defined by prior achievement and selected non-school factors, such as students' poverty level and disability status, which may influence growth).

# Appendices of Guidelines and Forms

# 5

<b>Appendix A—</b> <i>Supporting Year Evaluation Timeline</i> .....	31
<b>Appendix B—</b> <i>Alignment of WI Framework for Principal Leadership with ISLLC Standards</i> .....	33
<b>Appendix C—</b> <i>Wisconsin Framework for Principal Leadership</i> .....	37
<b>Appendix D—</b> <i>Observations, Sampling Visits, Artifacts, &amp; Walkthroughs</i> .....	61
<b>Appendix E—</b> <i>Evidence Sources for Principal Performance</i> .....	63
<b>Appendix F—</b> <i>SMART Goal Guidelines</i> .....	71
<b>Appendix G—</b> <i>SLO Assessment Guidance</i> .....	73
<b>Appendix H—</b> <i>SLO &amp; Outcome Summary Process &amp; Scoring Guide</i> .....	77
<b>Appendix I—</b> <i>Cycle of Inquiry</i> .....	85
<b>Appendix J—</b> <i>Assistant/Associate Principal Included Components Form</i> .....	87
<b>Appendix K—</b> <i>Principal Self-Review Form</i> .....	89
<b>Appendix L—</b> <i>Educator Effectiveness Plan (EEP): SLO Form</i> .....	111
<b>Appendix M—</b> <i>Educator Effectiveness Plan (EEP): PPG Form</i> .....	117
<b>Appendix N—</b> <i>Site Visit Pre-Observation Planning Form</i> .....	121
<b>Appendix O—</b> <i>Site Visit Observer Feedback Form</i> .....	123
<b>Appendix P—</b> <i>Site Visit Post-Observation Principal Reflection Form</i> .....	125
<b>Appendix Q—</b> <i>Sampling Visit Observer Feedback Form</i> .....	127
<b>Appendix R—</b> <i>End-of-Cycle Summary Form - Principal</i> .....	129
<b>Appendix S—</b> <i>End-of-Cycle Summary Form - Evaluator</i> .....	131

Forms can be downloaded in Microsoft Word and Google formats at

<http://dpi.wi.gov/ee/principal/resources/forms>

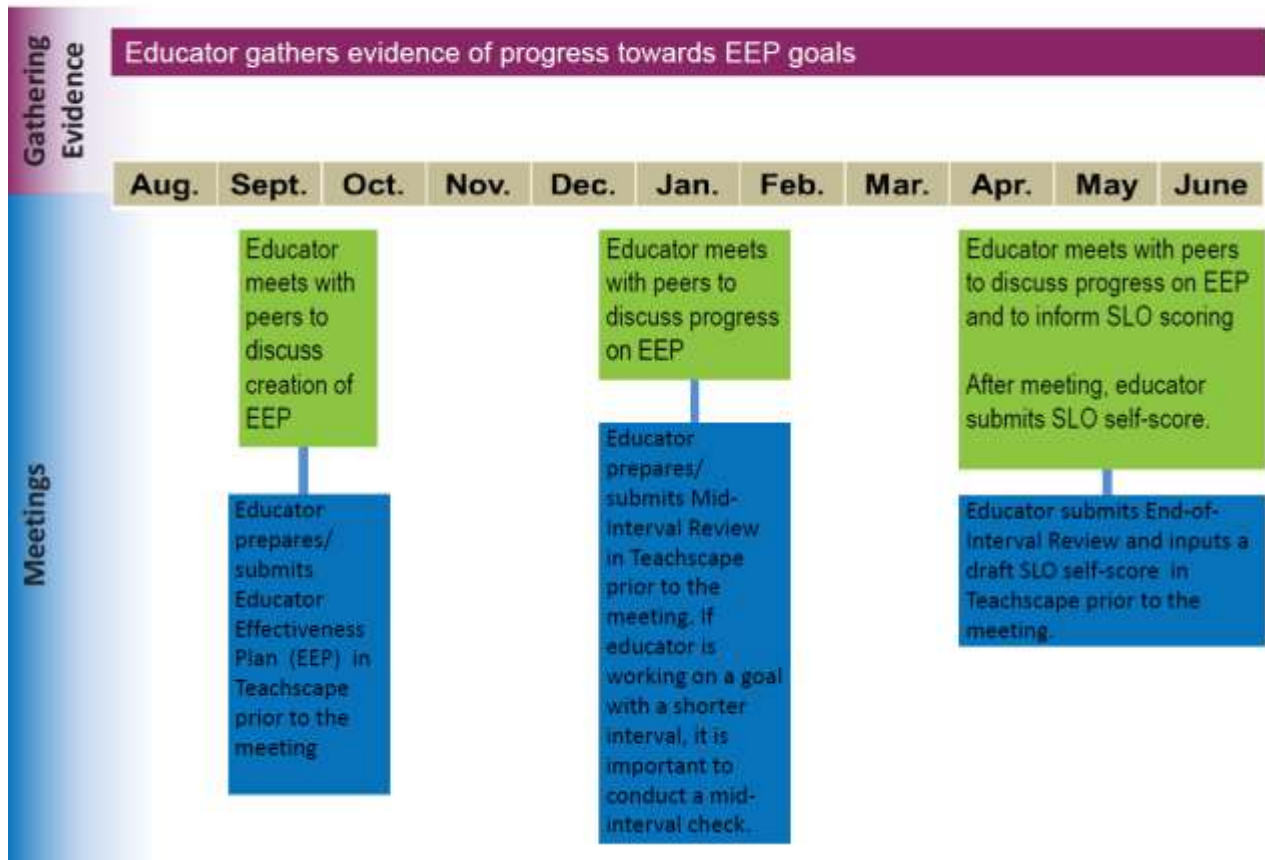




# Appendix A: Supporting Year Evaluation Timeline

---

## Overview of the Educator Effectiveness System: Supporting Year





## Appendix B: Alignment of Wisconsin Framework for Principal Leadership with ISLLC Standards

---

## Alignment of Wisconsin Framework for Principal Leadership with ISLLC Standards

Wisconsin Framework for Principal Leadership and 2008 ISLLC Standards Comparison	
ISLLC Standard	WI Framework for Principal Leadership
<b>Standard 1</b> An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	<b>1.2 Instructional Leadership</b> 1.2.1 Mission and Vision 1.2.4 Schoolwide Use of Data 1.2.5 Student Learning Objectives
<b>Standard 2</b> An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<b>1.1 Human Resource Leadership</b> 1.1.3 Observation and Performance Evaluation 1.1.4 Professional Development and Learning <b>1.2 Instructional Leadership</b> 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 1.2.5 Student Learning Objectives <b>2.1 Personal Behavior</b> 2.1.2 Time Management and Priority Setting <b>2.2 Intentional and Collaborative School Culture</b> 2.2.1 School Climate
<b>Standard 3</b> An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for safe, efficient, and effective learning environment.	<b>1.1 Human Resource Leadership</b> 1.1.1 Recruiting and Selecting 1.1.2 Assignment of Teachers and Instructional Staff 1.1.5 Distributed Leadership <b>2.1 Personal Behavior</b> 2.1.2 Time Management and Priority Setting <b>2.3 School Management</b> 2.3.1 Learning Environment Management 2.3.2 Financial Management
<b>Standard 4</b> An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	<b>2.1 Personal Behavior</b> 2.1.2 Use of Feedback for Improvement <b>2.2 Intentional and Collaborative School Culture</b> 2.2.1 School Climate
<b>Standard 5</b> An education leader promotes the success of every student by acting with integrity,	<b>1.2 Instructional Leadership</b> 1.2.1 Mission and Vision

<b>ISLLC Standard</b>	<b>WI Framework for Principal Leadership</b>
fairness, and in an ethical manner.	<b>2.1 Personal Behavior</b> 2.1.1 Professionalism
<b>Standard 6</b> An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	<b>2.1 Personal Behavior</b> 2.1.1 Initiative and Persistence  <b>2.3 School Management</b> 2.3.3 Policy Management

Information about the 2008 ISLLC Standards is available at:

[http://www.ccsso.org/Documents/2008/Educational Leadership Policy Standards 2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)





## Appendix C: Wisconsin Framework for Principal Leadership

---

## Wisconsin Framework for Principal Leadership

The Wisconsin Framework for Principal Leadership was created by a workgroup of Wisconsin educators led by evaluation experts from the Wisconsin Center for Education Research. It was developed by referencing a number of state leadership rubrics and the ISLLC standards. In addition to the work group, a number of pilot participants and other individuals provided feedback on the evolving Framework.

The Wisconsin Framework for Principal Leadership includes two main leadership domains represented by 5 leadership subdomains. The two domains are **Effective Educators** and **Leadership Actions**. The Effective Educator domain emphasizes the important influence effective leaders have on two key subdomains of educator, student and organizational learning: human resource leadership and instructional leadership. The Leadership Actions domain includes three subdomains: personal behavior, intentional and collaborative school culture, and school management. The subdomains are identified by 21 components representing leadership competencies. Each component includes a four-level rubric with descriptions of leadership actions along a continuum from unsatisfactory to distinguished practice. Together, the components, subdomains and domains are designed to help guide principal leadership development across the career spectrum and to assess principal effectiveness.

For each component there are four levels of practice. Within each level there are multiple bullets articulating actions related to performance on the component. When rating each component, the rating should be based on a preponderance of evidence for that particular component; not necessarily based on every bullet within the component. The rubric is not intended to be a checklist.

## Wisconsin Framework for Principal Leadership Overview

Domain 1: Effective Educators	Domain 2: Leadership Actions
<b>1.1 Human Resource Leadership</b> 1.1.1 Recruiting and Selecting 1.1.2 Assignment of Teachers and Instructional Staff 1.1.3 Observation and Performance Evaluation 1.1.4 Professional Development and Learning 1.1.5 Distributed Leadership	<b>2.1 Personal Behavior</b> 2.1.1 Professionalism 2.1.2 Time Management and Priority Setting 2.1.3 Use of Feedback for Improvement 2.1.4 Initiative and Persistence
<b>1.2 Instructional Leadership</b> 1.2.1 Mission and Vision 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 1.2.4 Schoolwide Use of Data 1.2.5 Student Learning Objectives (Teacher SLOs)	<b>2.2 Intentional and Collaborative School Culture</b> 2.2.1 School Climate 2.2.2 Communication 2.2.3 Conflict Management and Resolution 2.2.4 Consensus Building
	<b>2.3 School Management</b> 2.3.1 Learning Environment Management 2.3.2 Financial Management 2.3.3 Policy Management

**Domain 1: Effective Educators**

Effective school leadership builds, sustains and empowers effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, effective principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.

**1.1 Human Resource Leadership**

As effective human resource leaders, principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.

	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<b>1.1.1 Recruiting and Selecting</b>	<ul style="list-style-type: none"> <li>• Lacks a clear or sequential process to recruit or select staff</li> <li>• Rarely applies school's vision and mission to recruiting and selecting decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently uses a clear and sequential process to recruit and select staff</li> <li>• Inconsistently applies school's vision and mission to recruiting and selecting decisions</li> <li>• Selection process typically limited to resume screen with unstructured candidate interviews</li> <li>• Does not involve other teachers in selection process</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses clear and sequential process to recruit and select effective and diverse staff</li> <li>• Applies recruitment and selection strategy that is informed by school's vision and mission</li> <li>• Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as a factor in recruiting and selecting decisions</li> <li>• Involves teacher leaders in selection process for some instructional staff</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses clear and sequential process to recruit and select highly effective and diverse staff</li> <li>• Applies recruitment and selection strategy that is integrated within School Improvement Plan</li> <li>• Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selecting decisions</li> <li>• Involves teacher leaders in selection process for all instructional staff</li> <li>• Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff</li> </ul>

**Example Sources of Evidence\*:**

- Descriptions or documents on recruitment
- Interview artifacts: questions, assessment description

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.1.2 Assignment of Teachers and Instructional Staff</b>	<ul style="list-style-type: none"> <li>Occasionally assigns staff to positions for which they are not qualified</li> <li>Does not consider student learning, teacher effectiveness or instructional team composition when making team assignments</li> <li>Rarely anticipates or plans for staff transitions</li> </ul>	<ul style="list-style-type: none"> <li>Assigns teachers and other instructional staff to positions based on qualifications, but may not consider student academic or learning needs, or teacher effectiveness</li> <li>Attempts to create instructional teams (e.g., data teams, professional learning communities) but team member assignment is not based on staff strengths</li> <li>Anticipates some staff transitions, but has inefficient plan for such changes</li> </ul>	<ul style="list-style-type: none"> <li>Assigns teachers and other instructional staff to positions based on qualifications, student academic and learning needs, and teacher effectiveness</li> <li>Assigns teachers and other staff to instructional teams (e.g., data teams, professional learning communities) based on individual and group strengths</li> <li>Identifies potential staff transitions and has strategies to fill positions prior to school year</li> </ul>	<ul style="list-style-type: none"> <li>Assigns teachers and other instructional staff to positions based on qualifications, demonstrated effectiveness, and to support school goals and maximize student achievement</li> <li>Assigns teachers and other staff to instructional teams based on individual and group strengths, with input from teacher leaders and group members</li> <li>Identifies potential staff transitions and uses strategies resulting in almost all positions filled prior to school year</li> <li>Staff assignment process serves as a model for other schools and districts</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>Discussion with principal</li> <li>Staff allocation plan</li> </ul>				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.1.3</b> <b>Observation and Performance Evaluation</b>	<ul style="list-style-type: none"> <li>• Rarely observes teaching</li> <li>• Gives staff infrequent or inaccurate feedback</li> <li>• Does not use evaluation process to identify accurate levels of performance</li> <li>• Fails to document or address weak performance</li> <li>• Rarely uses evaluation results for individual or school growth</li> </ul>	<ul style="list-style-type: none"> <li>• Periodically observes teaching</li> <li>• Gives staff general or vague feedback</li> <li>• Completes evaluations that may lack differentiation or demonstrate inaccurate appraisals</li> <li>• Occasionally documents or inappropriately addresses weak performance</li> <li>• Inconsistently uses evaluation results to inform individual and school growth</li> <li>• Encourages teachers to seek support of peers</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly observes teaching using different modalities (walkthroughs, classroom and team-level observations)</li> <li>• Regularly gives staff clear feedback based on observations, other evidence sources, and evaluation criteria</li> <li>• Completes evaluations that identify accurate levels of performance and periodically reviews results for reliability</li> <li>• Appropriately documents and addresses weak performance, including intervention plans when needed</li> <li>• Consistently uses evaluation results to inform individual growth</li> <li>• Provides opportunities for teachers to observe each other's practice</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly observes teaching using different modalities</li> <li>• Regularly gives staff timely, clear, and actionable feedback based on observations, other evidence sources, and evaluation criteria</li> <li>• Completes evaluations that consistently identify accurate levels of performance and regularly reviews results for reliability</li> <li>• Appropriately documents and addresses weak performance, including intervention plans when needed, leading to improved performance or other appropriate outcomes</li> <li>• Consistently uses evaluation results for individual and school growth and to inform school improvement planning</li> <li>• Creates systems for peer support, including growth-oriented observations, analysis, and reflection</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• Teacher evaluation schedule and documents</li> <li>• Post-conference/feedback forms</li> <li>• School visits and/or discussion with principals</li> </ul>				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.1.4 Professional Development and Learning</b>	<ul style="list-style-type: none"> <li>Provides learning opportunities that are not informed by student, classroom, or school data</li> <li>Learning opportunities are rarely tailored to meet educator needs or aligned with school improvement priorities</li> </ul>	<ul style="list-style-type: none"> <li>Provides some general learning opportunities informed by current student, classroom, or school data</li> <li>Creates learning opportunities that meet some educator needs and generally align with school improvement priorities</li> <li>Creates some learning opportunities that are inflexible or adhere to a predetermined schedule</li> </ul>	<ul style="list-style-type: none"> <li>Consistently provides learning opportunities informed by current student, classroom, and school data, reflecting cultural, linguistic, and other learning needs</li> <li>Creates productive and engaging learning opportunities that align with educator learning needs and school improvement priorities</li> <li>Encourages educators to take responsibility for improving their performance over time</li> </ul>	<ul style="list-style-type: none"> <li>Implements collaborative learning opportunities informed by comprehensive analysis of student, classroom, and school data, reflecting cultural, linguistic, and other learning needs</li> <li>Creates productive and engaging learning opportunities that align with individual and school improvement priorities, and maximize use of time and resources</li> <li>Cultivates systems to assess and adjust quality of learning structures</li> <li>Empowers educators to “own” their learning, self-identify opportunities and support growth of others</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>Schoolwide professional development plan</li> <li>Observations of staff/faculty professional development meeting</li> </ul>				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.1.5 Distributed Leadership</b>	<ul style="list-style-type: none"> <li>• Rarely encourages staff members to seek increased responsibility based on their interests and qualifications</li> <li>• Rarely monitors progress or completion of delegated tasks and/or responsibilities</li> <li>• Rarely provides support to emerging leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages staff members to seek increased responsibility based on their interests and qualifications</li> <li>• Staff leadership opportunities are inconsistently aligned with school goals</li> <li>• Assesses completion of delegated tasks and/or responsibilities, but not necessarily progress on related goals</li> <li>• Understands importance of mentoring or coaching emerging leaders, but there is little evidence of such support</li> </ul>	<ul style="list-style-type: none"> <li>• Purposefully leverages staff for leadership opportunities based on their strengths, experiences, and demonstrated success</li> <li>• Develops distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities</li> <li>• Assesses completion of delegated tasks and progress on related goals</li> <li>• Provides formal and informal feedback, including mentoring or coaching, to emerging leaders that contributes to their success</li> </ul>	<ul style="list-style-type: none"> <li>• Systematically leverages staff members for increased responsibility based on their strengths, experiences, and demonstrated success</li> <li>• Develops schoolwide distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities</li> <li>• Helps staff develop their ability to manage multiple tasks and related goals and to assess results</li> <li>• Provides formal and informal support, including mentoring or coaching, and guided leadership opportunities to emerging leaders</li> <li>• Develops, supports and encourages shared expectations for distributed leadership</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Observations of team meetings</li> </ul>				

Domain 1: Effective Educators				
<b>1.2 Instructional Leadership</b> As effective instructional leaders, principals work with the school community to articulate a vision of improvement that is shared by all. The vision is verified by classroom observations and feedback, collaborative work opportunities, and rigorous student learning objectives. Effective principals focus on results by setting clear staff and student expectations, and facilitating the use of data for student growth.				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.2.1 Mission and Vision</b>	<ul style="list-style-type: none"> <li>• Articulates instructional vision or mission that lacks coherence and is not reflected in School Improvement Plan</li> <li>• Implements School Improvement Plan without cultivating commitment to ownership of vision and/or mission</li> <li>• Does not assess School Improvement Plan progress and results</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates instructional vision and mission, but some aspects are unclear and/or missing from School Improvement Plan</li> <li>• Implements School Improvement Plan with involvement of some stakeholders, but awareness and ownership of school's vision and/or mission is not shared widely among students and staff</li> <li>• Inconsistently assesses School Improvement Plan progress and results</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and communicates clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan</li> <li>• Implements School Improvement Plan with input from staff and some external stakeholders, using evidence-based strategies</li> <li>• Periodically assesses School Improvement Plan progress and results</li> <li>• Updates vision and mission as needed based on relevance to research and school-based evidence</li> <li>• Ensures that mission and vision are known and accepted by a majority of students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Creates, communicates and maintains clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan</li> <li>• Implements School Improvement Plan with input from broad representation of internal and external stakeholders, using evidence-based strategies</li> <li>• Regularly assesses School Improvement Plan progress and uses results to inform current and subsequent plans</li> <li>• Updates vision and mission as needed based on relevance to research and school-based evidence</li> <li>• Fosters an environment in which students, staff, and community as a whole assume responsibility for school's vision, mission and values</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• School learning objectives</li> <li>• Communication with stakeholders and parents (newsletters, website),</li> <li>• Memos or other communication with staff</li> </ul>				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.2.2 Student Achievement Focus</b>	<ul style="list-style-type: none"> <li>• Tolerates poor student academic or behavioral performance or weak teacher focus on student achievement expectations</li> <li>• Cannot articulate or does not monitor curricular and instructional program</li> <li>• Does not provide access to differentiated student supports</li> </ul>	<ul style="list-style-type: none"> <li>• Sets expectations for student academics and behavior, but they are not clearly reflected in daily instruction or the School Improvement Plan</li> <li>• Articulates the curricular and instructional program, but some aspects lack coherence</li> <li>• Inconsistently monitors curriculum and instructional program</li> <li>• Provides limited access to differentiated student supports</li> </ul>	<ul style="list-style-type: none"> <li>• Sets expectations for student academics and behavior that are clearly reflected in daily instruction and the School Improvement Plan</li> <li>• Leads and regularly monitors a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students</li> <li>• Provides multi-tiered support system (such as Response to Intervention) to analyze student needs and target resources for student success</li> </ul>	<ul style="list-style-type: none"> <li>• Empowers teachers, staff, students and other stakeholders to contribute to clear, high and demanding academic and behavior expectations for every student that are reflected in daily instruction and the School Improvement Plan</li> <li>• Develops systems to assess level of academic and behavior expectations and takes actions to strengthen those expectations</li> <li>• Leads, as well as empowers others, in regular monitoring of coherent standards-based curricular and instructional program to deliver rigorous academic content to all students</li> <li>• Provides multi-tiered support system that is a model for targeting resources and yielding student success</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• Observations of following possible venues: leadership team meetings; department meetings; faculty meetings; listening sessions; parent-teacher teams</li> <li>• School Improvement Plan</li> </ul>				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.2.3 Staff Collaboration</b>	<ul style="list-style-type: none"> <li>• Fails to establish or support opportunities for collaboration</li> <li>• Acts as a barrier to collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages collaboration, but does not assess collaborative work for focus on instruction and teacher and student learning</li> <li>• Collaborative work focuses mainly on administrative issues</li> <li>• Uses informal/ad hoc common planning periods</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and supports ongoing development of collaborative work groups</li> <li>• Assesses collaboration to keep focus on instruction as well as teacher and student learning</li> <li>• Provides consistent, common planning periods</li> <li>• Periodically participates with collaborative teams to identify solutions to difficult problems</li> </ul>	<ul style="list-style-type: none"> <li>• Creates conditions and expectations for collaborative work groups that are owned by teachers</li> <li>• Workgroups self-assess collaboration to maximize focus on instruction as well as teacher and student learning</li> <li>• Provides consistent, extended opportunities for educators to collaborate</li> <li>• Actively participates with collaborative teams to identify solutions to difficult problems</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• Team meeting agendas</li> <li>• School schedule</li> <li>• Observations of principal during professional learning opportunities and interactions with learning teams</li> </ul>				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.2.4 Schoolwide Use of Data</b>	<ul style="list-style-type: none"> <li>• Rarely organizes schoolwide efforts to analyze data to inform school improvement strategies</li> <li>• Rarely encourages or supports teachers and teacher teams to collect and analyze data, and use results to improve instruction, leadership practices, and student learning</li> <li>• Does not encourage use of balanced assessment framework (e.g., formative, interim, and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes periodic schoolwide efforts to analyze data to identify problems and develop school improvement strategies</li> <li>• Encourages teachers and teacher teams to collect and analyze data, but may not provide sufficient support in use of data to improve instruction, leadership practices and student learning</li> <li>• Encourages use of balanced assessment framework (e.g., formative, interim, and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data</li> <li>• Develops and monitors appropriate school improvement strategies and adjusts as needed</li> <li>• Develops capacity of individual teachers and teacher teams to engage in continuous improvement processes using multiple sources of relevant data to improve instruction, leadership practices, and student learning</li> <li>• Oversees development of balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning</li> </ul>	<ul style="list-style-type: none"> <li>• Empowers others to lead schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data</li> <li>• Develops and monitors appropriate school improvement strategies and adjusts as needed to build a culture for learning</li> <li>• Fosters school norms where teachers, teacher teams, and leaders regularly use and share results from continuous improvement processes to improve instruction, leadership practices, and student learning</li> <li>• Empowers teachers and other leaders to create and regularly use balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• Agendas for team meetings, grade level meetings, board reports</li> <li>• Observations of leadership/data team meetings</li> <li>• Student and School Learning Objectives</li> </ul>				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1.2.5 Student Learning Objectives (Teacher SLOs)</b>	<ul style="list-style-type: none"> <li>• Supports teacher SLOs that do not adhere to Educator Effectiveness SLO criteria</li> <li>• Does not encourage teachers to collaborate on SLO development</li> <li>• Does not encourage staff to share SLO results with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Supports teacher SLOs that inconsistently meet Educator Effectiveness SLO criteria</li> <li>• Encourages some teachers to collaborate on SLO development</li> <li>• Occasionally encourages teachers to share SLO results with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Supports teacher SLOs that are evidence-based, student-centered, and meet Educator Effectiveness criteria</li> <li>• Encourages teachers to co-develop SLOs (as appropriate)</li> <li>• Regularly provides opportunities for teachers to share SLO results and jointly revise and strengthen SLOs</li> </ul>	<ul style="list-style-type: none"> <li>• Supports teacher SLOs that are evidence-based, student-centered, meet Educator Effectiveness criteria, and align with school priorities (i.e., School Improvement Plan)Creates conditions leading to teacher ownership of SLO process with teachers regularly co-developing SLOs (as appropriate), sharing results, and strengthening SLOs</li> <li>• Cultivates SLO process where teacher SLOs align with district priorities and serve as exemplary models</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• Sample of SLOs</li> <li>• Discussion with principal</li> <li>• Observations of teacher/data team meetings</li> </ul>				

**Domain 2: Leadership Actions**

Effective principals take leadership actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment that is focused on achievement for all learners, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

**2.1 Personal Behavior**

Effective principals model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with student, staff, parents and the community. Effective principals also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to achieve school goals and improve performance.

	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<b>2.1.1 Professionalism</b>	<ul style="list-style-type: none"> <li>Does not model professionalism or ethical behavior</li> <li>Rarely holds staff to professional, ethical, and respectful behavioral expectations</li> <li>Does not reflect on personal professional practice</li> <li>Rarely applies current educational research to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally models positive professional or ethical behavior</li> <li>Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so</li> <li>Occasionally reflects on personal professional practice</li> <li>Inconsistently applies current educational research to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>Consistently models positive professional and ethical behavior</li> <li>Expects staff to display professional, ethical, and respectful behavior at all times and takes swift action when inappropriate conduct or practice is reported or observed</li> <li>Regularly and accurately reflects on personal professional practice and pursues professional growth activities</li> <li>Consistently applies current educational research to practice and monitors impact</li> <li>Participates in activities that contribute to the profession</li> </ul>	<ul style="list-style-type: none"> <li>Consistently models positive professional and ethical behavior</li> <li>Empowers staff to model ethical and respectful behavior, leading to shared professional accountability</li> <li>Regularly and accurately reflects on personal professional practice and pursues ongoing professional growth activities</li> <li>Consistently applies current educational research to practice and monitors impact</li> <li>Leads activities that contribute to the profession</li> </ul>

**Example Sources of Evidence\*:**

- Observations/school walkthroughs
- Discussion with principal

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.1.2 Time Management and Priority Setting</b>	<ul style="list-style-type: none"> <li>• Rarely focuses objectives or activities on school improvement priorities</li> <li>• Does not anticipate future needs or set appropriate timelines</li> <li>• Fails to establish clear guidance about priority of instructional time</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently focuses objectives and activities on school improvement priorities</li> <li>• Tries to anticipate future needs, but some timelines are not realistic or appropriate</li> <li>• Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently focuses objectives and activities on school improvement priorities</li> <li>• Sets objectives, activities and timelines to meet future needs</li> <li>• Assesses use of time to meet goals, priorities and deadlines</li> <li>• Acts to protect instructional time by keeping teachers, students and staff focused on student learning and free from external distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses almost all objectives and activities on school improvement priorities</li> <li>• Creates time efficiencies to maximize focus on goals, priorities and deadlines</li> <li>• School community is empowered to create innovative opportunities for increased and/or enhanced instructional time</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Faculty/team meeting observations</li> <li>• School visits</li> </ul>				

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.1.3</b> <i>Use of Feedback for Improvement</i>	<ul style="list-style-type: none"> <li>Rarely seeks or applies feedback to shape priorities or improve personal performance</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback from stakeholders, but inconsistently uses feedback to improve personal or school performance</li> <li>Inconsistently acts upon feedback to shape priorities designed to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Actively solicits feedback and help from stakeholders, and uses feedback to improve personal and school performance</li> <li>Regularly incorporates feedback to help shape priorities designed to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Develops and implements efficient systems that generate feedback and advice from students, teachers, parents, community members, and other stakeholders that results in improved personal and school performance</li> <li>Explains to stakeholders how feedback has been used to shape priorities designed to improve student achievement</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>School Improvement Plan</li> <li>Notes from observation of listening session (faculty team meetings)</li> </ul>				

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.1.4</b> <i><b>Initiative and Persistence</b></i>	<ul style="list-style-type: none"> <li>• Rarely persists to achieve expected goals</li> <li>• Takes little or no leadership in partnerships that could contribute to school success</li> </ul>	<ul style="list-style-type: none"> <li>• Uses persistence to achieve some, but not all, expected goals</li> <li>• Inconsistently takes on additional responsibilities and partnerships to address school challenges or enhance current practices</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies initiative and persistence to achieve expected goals</li> <li>• Engages diverse stakeholders at district and state level, and within local community, to address school challenges or enhance current practices</li> <li>• Develops productive school-community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies initiative and persistence to accomplish ambitious goals</li> <li>• Takes a leadership role within district and local community to create solutions to school's challenges or enhance current practices, making a notable contribution to district and community</li> <li>• Develops successful and sustained school-community partnerships</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• School Improvement Plan and related processes</li> <li>• Community and district presentations and interactions</li> <li>• Discussions with principal and staff</li> </ul>				

<b>Domain 2: Leadership Actions</b>				
<b>2.2 Intentional and Collaborative School Culture</b> Effective principals establish a climate of trust and collaboration among school staff, students and the community and ensure that the school is inclusive, culturally responsive, and conducive to student learning. They build positive relationships by effectively communicating, managing conflicts and forging consensus for improvement.				
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<b>2.2.1 School Climate</b>	<ul style="list-style-type: none"> <li>Is ineffective in establishing school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds</li> <li>Rarely or inaccurately evaluates school climate to ensure that it is conducive to student and staff learning or inclusive of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Understands importance of, but is minimally effective in, establishing and maintaining school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds</li> <li>Inconsistently evaluates school climate to ensure that it is conducive to student and staff learning and inclusive of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds</li> <li>Regularly evaluates school climate and takes steps to address student and staff learning to ensure that it is inclusive of different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Creates conditions where school community takes ownership and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds</li> <li>Collaborates with staff to regularly evaluate school climate and confront barriers, including preconceptions about race, culture, class and other issues of difference that inhibit student and staff learning</li> <li>School serves as a model for inclusionary practices</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>Newsletter</li> <li>Community engagement plan</li> <li>Discussions with principal, staff, students and parents</li> <li>Positive Behavior Intervention System (PBIS) Data</li> <li>School climate survey/parent survey</li> </ul>				

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.2.2 Communication</b>	<ul style="list-style-type: none"> <li>• Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders</li> <li>• Does not utilize different approaches to communicate or ineffectively utilizes several communication approaches</li> <li>• Responses to parents and community members are not timely or meaningful</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates school goals, learning expectations, challenges, improvement plans and progress to some stakeholders</li> <li>• Utilizes limited communication approaches</li> <li>• Occasionally responds to contact from parents and community members in a timely or meaningful way</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders</li> <li>• Utilizes multiple approaches to communicating, such as face-to-face conversations, newsletters and websites and monitors their impact</li> <li>• Consistently responds to contact from parents and community members in a timely and meaningful way</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders, and varies communication strategies to be responsive to a variety of audiences with different backgrounds and perspectives</li> <li>• Assesses effectiveness of different communication strategies and adapts as necessary (e.g., retooling message, expanding scope of communication)</li> <li>• Solicits and responds to contacts from parents and community members in a timely and meaningful way</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• Newsletters, emails, correspondence with parents, community members and stakeholders</li> <li>• Communication plan and log</li> <li>• Social Media</li> <li>• School websites</li> <li>• Web 2.0 interactive information</li> </ul>				

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.2.3 Conflict Management and Resolution</b>	<ul style="list-style-type: none"> <li>• Unaware of or contributes to conflicts</li> <li>• Lacks fairness, self-control and consistency when dealing with difficult situations</li> <li>• Limits involvement in relationship building and conflict management to defuse tense or problematic situations</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges but avoids addressing some conflicts</li> <li>• Inconsistently models fairness, self-control and consistency when dealing with difficult situations</li> <li>• Interacts with students, staff and other stakeholders on an as-needed basis to defuse potentially stressful situations</li> <li>• Even if significant philosophical differences exist, accepts and supports district decisions when final</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view</li> <li>• Models fairness, self-control, and consistency when dealing with difficult situations and cultivates these characteristics in others</li> <li>• Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging</li> <li>• When significant philosophical differences exist, uses appropriate venues to question district direction, but accepts and supports decisions when final</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates conflict and is proactive in defusing and resolving disagreements among stakeholders</li> <li>• Models fairness, self-control and consistency when dealing with difficult situations and school community reflects shared commitment to empathy and respect</li> <li>• Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging</li> <li>• Welcomes varying points of view as a force for positive change</li> <li>• When significant philosophical differences exist, uses appropriate venues and evidence-based arguments to question district direction, but accepts and supports decisions when final</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• Disciplinary procedures and referrals</li> <li>• Grievance records</li> <li>• Discussions with staff, students and parents</li> </ul>				

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.2.4 Consensus Building</b>	<ul style="list-style-type: none"> <li>• Fails to identify areas in which agreement and/or consensus is necessary</li> <li>• Rarely seeks input or secures cooperation, and instead makes unilateral, arbitrary decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement</li> <li>• Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process</li> </ul>	<ul style="list-style-type: none"> <li>• Uses varied strategies to work toward a consensus for improvement including shared problem solving approaches</li> <li>• Uses building leaders to assist in trying to reach consensus</li> <li>• Allows dissenting views, but recognizes that full consensus may not always be possible and manages change process to keep school moving on important priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures an inclusive process for collaboration and incorporates different perspectives and dissenting voices into decision making</li> <li>• Empowers stakeholders to initiate improvement strategies and facilitate the change management process</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• School Improvement Plan</li> <li>• Communication with stakeholders and staff</li> <li>• School climate survey</li> </ul>				

<b>Domain 2: Leadership Actions</b>				
<b>2.3 School Management</b> Effective principals manage school finances and work within policies to create an environment of school improvement and student achievement. Effective principals are active when policies should be changed to better reflect school, district and state goals.				
	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<b>2.3.1 Learning Environment Management</b>	<ul style="list-style-type: none"> <li>Does not ensure that school is safe</li> <li>Has not implemented a crisis management plan</li> <li>Does not develop a calendar of building activities and events</li> <li>Does not cooperate with district maintenance supervisors in support and direction of custodial personnel</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to create a safe learning environment, but unaddressed safety issues exist</li> <li>Implements a crisis management plan, but periodic tests and updates of the plan may not occur</li> <li>Develops a calendar of activities and events, but does not regularly update it, resulting in conflicts</li> <li>Occasionally cooperates with district buildings and grounds in supervision and direction of custodial personnel</li> </ul>	<ul style="list-style-type: none"> <li>Supervises facilities and equipment management to create a safe learning environment</li> <li>Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed</li> <li>Maintains an updated and accessible school calendar of activities and events</li> <li>Cooperates with district buildings and grounds in supervision and direction of custodial personnel</li> </ul>	<ul style="list-style-type: none"> <li>Supervises facilities and equipment management to create a safe learning environment</li> <li>Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed</li> <li>Ensures that school community takes initiative and ownership to support a safe and effective learning environment</li> <li>Identifies creative solutions to maximize and share space</li> <li>Identifies creative ways to involve school community in helping to keep learning environment clean and maintained</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>Facility reviews</li> <li>Crisis management plan</li> <li>Behavior management plan</li> </ul>				

Domain 2: Leadership Actions				
2.3 School Management				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.3.2</b> <b>Financial Management</b>	<ul style="list-style-type: none"> <li>• Does not develop required budgets</li> <li>• Performs ineffective budget management</li> <li>• Exceeds school budget</li> </ul>	<ul style="list-style-type: none"> <li>• Develops budget as required</li> <li>• Manages budget within guidelines</li> <li>• School spending may exceed allocation</li> <li>• School budget does not accurately reflect school improvement priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts needs analysis as part of budget development</li> <li>• Manages budget with flexibility and seeks approval when variance is needed</li> <li>• Focuses on staying within budget and effectively allocates resources to support school improvement priorities</li> <li>• Pursues and periodically obtains external funding</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts needs analysis and clearly aligns budget with instructional vision and school improvement priorities</li> <li>• Manages budget with flexibility and seeks approval when variance is needed</li> <li>• Involves school community in budget planning in conjunction with overall School Improvement Plan</li> <li>• Uses innovative resource reallocation strategies</li> <li>• Consistently seeks and obtains external funding</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>• School budget reports and planning documents</li> <li>• School Improvement Plan</li> <li>• Grant applications/awards</li> </ul>				

Domain 2: Leadership Actions				
2.3 School Management				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>2.3.3 Policy Management</b>	<ul style="list-style-type: none"> <li>Does not comply with policies, procedures, laws and regulations</li> <li>Does not maintain appropriate documentation</li> <li>Does not communicate updated policies to staff</li> </ul>	<ul style="list-style-type: none"> <li>Follows some policies, procedures, laws and regulations</li> <li>Inconsistently maintains appropriate documentation</li> <li>Inconsistently communicates updated policies to staff</li> <li>Does not communicate with local, state and federal policymakers on issues that directly impact school and leadership practice</li> </ul>	<ul style="list-style-type: none"> <li>Follows all policies and procedures, laws and regulations, and seeks clarification when needed</li> <li>Consistently maintains appropriate documentation</li> <li>Communicates updated policies to staff</li> <li>Communicates with appropriate policymakers to influence policies that directly impact school and leadership practice</li> </ul>	<ul style="list-style-type: none"> <li>Follows all policies, procedures, laws and regulations, and seeks clarification when needed</li> <li>Consistently maintains appropriate documentation</li> <li>Creates awareness and understanding among staff and other stakeholders of local, state and federal policies</li> <li>Communicates with appropriate policymakers to influence local, state, and federal policies that directly impact school and leadership practice</li> <li>Volunteers for state and national committees developing policy on issues central to school leadership</li> </ul>
<b>Example Sources of Evidence*:</b> <ul style="list-style-type: none"> <li>District compliance reports</li> <li>Communication examples with local and state decisions makers</li> </ul>				

\*Additional sources of evidence plus “look-fors” and indicators are included in Appendix C.



## Appendix D: Observations, Artifacts, and Walkthroughs

---

## Principal School Visits, Artifacts and Walkthroughs

	<i>Tool</i>	<i>Estimated Duration</i>	<i>Purpose</i>	<i>Steps</i>	<i>Evidence generated</i>	<i>Minimum Frequency</i>	<i>Other</i>
Included in the System	School Visit: Announced Observation (long)	30-60 minutes	Observation of educator (principal) to gather evidence of educator practice	<ul style="list-style-type: none"> <li>Observation (TS form)<sup>1</sup></li> <li>Feedback provided by evaluator within 1 week</li> </ul>	Evaluative evidence specific to the educator that can be tagged to a component	Once during a Summary Year by the Evaluator	May be used by peers across the Effectiveness Cycle for formative practice
	School Visit: Sampling (short)	15 minutes	Observation of educator (principal) and/or educator's (principal's) environment to gather evidence of educator practice	<ul style="list-style-type: none"> <li>Observation (TS form)<sup>1</sup></li> <li>Feedback provided by evaluator within 1 week</li> </ul>		2-3 over the full Effectiveness Cycle, minimum of twice during a Summary Year by the Evaluator	May be used by peers across the Effectiveness Cycle for formative practice  Districts may use district-created observation tools <sup>2</sup>
	Artifacts	None	Submitting evidence of practice or outcomes	<ul style="list-style-type: none"> <li>Upload document(s)</li> </ul>	Evidence within artifact tagged by principal to a specific component or SLO	As often as necessary	Focus on "high-leverage" artifacts that generate evidence for multiple components  Can be principal or evaluator driven
Not Required	Walkthrough	5-10 minutes	Observing a specific idea, theme, trend, initiative, or topic across multiple buildings, classrooms or contexts (can be district-wide at this level)	<ul style="list-style-type: none"> <li>Observation (TS walkthrough tool or district created tool)</li> </ul>	Fidelity information or other broad view of theme, trend, or topic.  <b>Not intended to be used primarily</b> for evidence collection on specific educator practices	As often as the building administrator or other administrator feels is necessary	Districts may use their own walkthrough tools  Not required by the WIEE System

<sup>1</sup> – Evaluators may script observation notes using another tool or format and transfer them into Teachscape prior to tagging evidence from observations within Teachscape.

<sup>2</sup> – District-created mini-observation tools must be developed in such a way as to capture and document observable evidence of specific teacher practices. [Revised June 2014]



## Appendix E: Sources of Evidence for Principal Effectiveness Evaluation

---

## Sources of Evidence for Principal Effectiveness Evaluation

Component	Evidence	Indicators/"Look-fors"
<b>Domain 1: Effective Educators</b>		
<b>1.1 Human Resource Leadership</b>		
<b>1.1.1</b> <i>Recruiting and Selecting</i>	<ul style="list-style-type: none"> <li>• <b>Descriptions or documents on recruitment</b></li> <li>• <b>Interview artifacts: questions assessment description</b></li> <li>• Discussion with principal*</li> <li>• School Improvement Plan (SIP)</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment methods align with educator standards and district/school priorities (WECAN position description, publications, emails, website, etc.)</li> <li>• Who is involved in the Interview process is clearly identified. If there is an interview team, the team members and their roles are clearly identified</li> <li>• Interview questions address key competencies</li> <li>• Recruitment strategy targets diverse staff needs/requirements</li> <li>• The School Improvement Plan includes a structure for recruitment/ selection/interview strategy</li> </ul>
<b>1.1.2</b> <i>Assignment of Teachers and Instructional Staff</i>	<ul style="list-style-type: none"> <li>• <b>Discussion with principal</b></li> <li>• <b>Staff Allocation plan</b></li> <li>• Staff working conditions survey</li> <li>• SIP</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are appropriately assigned to positions</li> <li>• Student outcome data informs teacher and staff placement</li> <li>• Staff allocation plan reflects student needs</li> <li>• There is a strategy for filling positions prior to new school year</li> </ul>

Component	Evidence	Indicators/"Look-fors"
<b>1.1.3</b> <i>Observation and Performance Evaluation</i>	<ul style="list-style-type: none"> <li>• <b>Teacher evaluation schedule and documents</b></li> <li>• <b>Post-conference/feedback forms</b></li> <li>• <b>School visits and/or discussion with principals</b></li> <li>• Observations of principal conducting a teacher evaluation discussion with (live or video)</li> <li>• Log of observations (tracking time in classrooms both formal and informal)</li> <li>• Teacher feedback tools (Google doc, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation process has been completed</li> <li>• Frequency of classroom visits</li> <li>• Clear, consistent, and specific formative feedback given to teachers that encourages self-reflection and growth</li> <li>• The principal is using walkthrough data to provide feedback to teachers</li> <li>• Alignment with school goals</li> <li>• Reviews teacher evaluations for inter-rater agreement and their own consistency as a rater (i.e., ratings across time and for different educators)</li> <li>• Compares alignment of student achievement data (e.g., interim/benchmark data, classroom goals) and teacher observation scores</li> </ul>
<b>1.1.4</b> <i>Professional Development and Learning</i>	<ul style="list-style-type: none"> <li>• <b>Schoolwide professional development plan</b></li> <li>• <b>Observations of staff/faculty professional development meeting</b></li> <li>• School budget for professional development resources</li> <li>• Agendas and attendance for professional development offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development relates to key school improvement strategies in SIP</li> <li>• Time and resources are allocated for professional development</li> <li>• Embedded professional development (opportunities for staff to engage in learning activities during school day)</li> <li>• Principal involvement/engagement in professional development activities</li> </ul>
<b>1.1.5</b> <i>Distributed Leadership</i>	<ul style="list-style-type: none"> <li>• <b>SIP</b></li> <li>• <b>Observations of team meetings</b></li> <li>• Observations of presentations at staff meetings/community meetings/school board meetings</li> <li>• Faculty/staff interviews or surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Range of staff take on instructional and content related leadership opportunities</li> <li>• Staff in leadership roles are recognized and respected for their knowledge and skills in the role</li> <li>• Variety of staff are involved in presentations</li> <li>• Staff report opportunities exist for leadership roles</li> </ul>

Component	Evidence	Indicators/"Look-fors"
<b>1.2 Instructional Leadership</b>		
<b>1.2.1</b> <i>Mission and Vision</i>	<ul style="list-style-type: none"> <li>• SIP</li> <li>• <b>Communication with stakeholders and parents (newsletters, website)</b></li> <li>• <b>Memos or other communication with staff</b></li> <li>• <b>School learning objectives</b></li> <li>• Faculty meeting agendas</li> <li>• Team meeting agendas</li> <li>• Interviews/surveys of staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Broad involvement in the development of the mission and vision</li> <li>• Regular reflection on the implementation of the mission and vision</li> <li>• Most stakeholders and school community understand and can articulate the mission and vision</li> <li>• Agenda, communication items address mission and vision</li> </ul>
<b>1.2.2</b> <i>Student Achievement Focus</i>	<ul style="list-style-type: none"> <li>• <b>Observations of following possible venues: leadership team meetings/departments meetings/faculty meetings/listening sessions/parent leadership teams</b></li> <li>• SIP</li> <li>• Observations of RIT practices</li> <li>• Agendas for staff development meetings</li> <li>• Individual learning plans</li> <li>• Staff and community surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Student academic and behavioral expectations/outcomes are clear and rigorous</li> <li>• Students, staff, and community understand academic and behavioral expectations</li> <li>• Teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results</li> <li>• Examples of student and teacher involvement, awareness and buy-in</li> <li>• Students are able to clearly articulate their diverse personal academic goals</li> </ul>
<b>1.2.3</b> <i>Staff Collaboration</i>	<ul style="list-style-type: none"> <li>• <b>Team meeting agendas</b></li> <li>• <b>School schedule</b></li> <li>• <b>Observations of principal during professional learning opportunities and interactions with learning teams</b></li> <li>• Interviews/discussion with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School schedule allows for regular, collaborative planning time</li> <li>• Productive use of collaborative planning time</li> <li>• Climate of collaboration and professional growth</li> <li>• Collaborative work group expectations are communicated clearly and understood by staff</li> <li>• Adequate time is created for collaborative planning</li> </ul>

Component	Evidence	Indicators/"Look-fors"
<b>1.2.4</b> <i>Schoolwide Use of Data</i>	<ul style="list-style-type: none"> <li>• <b>Agendas for team meetings, grade level meetings, board reports</b></li> <li>• Observations of team meetings/grade level meetings/professional learning communities/data team meetings</li> <li>• Board reports</li> <li>• SIP</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Team and school improvement priorities are based on current data analysis</li> <li>• In team/grade level meetings, instructional staff regularly analyze student and group progress toward learning goals</li> </ul>
<b>1.2.5</b> <i>Student Learning Objectives (Teacher SLOs)</i>	<ul style="list-style-type: none"> <li>• <b>Sample of SLOs</b></li> <li>• <b>Discussion with principal</b></li> <li>• Observations of SLO-based faculty, collaborative work group meeting, or data team meeting</li> <li>• Staff interviews or surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Principal follows process and procedures required for teacher SLOs</li> <li>• Discussion of SLOs within faculty or collaborative work group meetings</li> <li>• SLO results are used to inform adjustments to, individual, team or school improvement strategies</li> </ul>
<b>Domain 2: Leadership Actions</b>		
<b>2.1 Personal Behavior</b>		
<b>2.1.1</b> <i>Professionalism</i>	<ul style="list-style-type: none"> <li>• <b>Observations/school visits</b></li> <li>• <b>Discussion with principal</b></li> <li>• Principal memos and newsletters</li> <li>• Staff meeting agendas</li> <li>• Communication logs</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Observes positive professional and ethical behavior</li> <li>• Articulates professional and ethical behavior</li> <li>• Regularly reflects on personal practice</li> <li>• Strategies principal uses to keep informed about current education research</li> </ul>

Component	Evidence	Indicators/"Look-fors"
<b>2.1.2</b> <i>Time Management and Priority Setting</i>	<ul style="list-style-type: none"> <li>• <b>SIP</b></li> <li>• <b>Faculty/team meeting observations</b></li> <li>• <b>School visits</b></li> <li>• Reports to/from district office</li> <li>• Faculty memos Review of academic programs and supports</li> <li>• School schedule</li> <li>• Attendance policy and data</li> </ul>	<ul style="list-style-type: none"> <li>• Deadlines are being met</li> <li>• Appropriate timelines are set and followed</li> <li>• Interruptions of instructional time (announcements, behavioral, assemblies, etc.)</li> <li>• School schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized</li> <li>• Examples of structuring time creatively to support student learning</li> </ul>
<b>2.1.3</b> <i>Use of Feedback for Improvement</i>	<ul style="list-style-type: none"> <li>• <b>SIP</b></li> <li>• <b>Notes from observation of listening session (faculty team meetings)</b></li> <li>• Staff, parent, stakeholder surveys</li> <li>• Community engagement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Community engagement plan and/or school improvement plan reflect effective community and stakeholder engagement</li> <li>• Examples of how stakeholder feedback has been used to shape personal or school priorities</li> </ul>
<b>2.1.4</b> <i>Initiative and Persistence</i>	<ul style="list-style-type: none"> <li>• <b>SIP and related processes</b></li> <li>• <b>Community and district presentations and interactions</b></li> <li>• Survey/feedback from others</li> <li>• Discussions with principal and staff</li> </ul>	<ul style="list-style-type: none"> <li>• SIP goals are completed</li> <li>• Examples of leadership roles beyond school community</li> <li>• Examples of barriers to student achievement and how addressed/removed</li> </ul>
<b>2.2 Intentional and Collaborative School Culture</b>		

Component	Evidence	Indicators/"Look-fors"
2.2.1 <i>School Climate</i>	<ul style="list-style-type: none"> <li>• <b>Newsletter</b></li> <li>• <b>Community engagement plan</b></li> <li>• <b>Discussions with principal, staff, students and parents</b></li> <li>• <b>Positive Behavior Intervention System (PBIS) Data</b></li> <li>• Observations of before and after school interactions with peers/community/parents/students and parents</li> <li>• School climate survey/parent survey</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feels "safe" taking initiatives and risks</li> <li>• Evidence of family outreach and family presence and participation in the school</li> <li>• Staff, family and community participation on school improvement teams</li> <li>• Principal models appreciation and respect for cultures of the school and community to create an inclusive environment</li> <li>• Principal has strategies to address instances of intolerance</li> </ul>
2.2.2 <i>Communication</i>	<ul style="list-style-type: none"> <li>• <b>Newsletters, emails, correspondence with parents, community members and stakeholders</b></li> <li>• <b>Communication plan and log</b></li> <li>• <b>Social Media</b></li> <li>• <b>School websites</b></li> <li>• <b>Web 2.0 interactive information</b></li> <li>• Observations of presentations to community/parents/teachers/ board of education</li> <li>• Website communication</li> <li>• Interaction with peers/community/parents/ students</li> <li>• SIP</li> <li>• School Climate survey</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is timely</li> <li>• Communication reflects concepts related to school's goals, needs, improvement plans, successes and failures</li> <li>• Communication includes a variety of approaches</li> <li>• Examples of how principal communicates with stakeholders from different backgrounds and perspectives</li> </ul>
2.2.3	<ul style="list-style-type: none"> <li>• <b>Disciplinary procedures and referrals</b></li> <li>• <b>Grievance records</b></li> </ul>	<ul style="list-style-type: none"> <li>• Addresses conflict in a timely manner</li> </ul>

Component	Evidence	Indicators/"Look-fors"
<i>Conflict Management and Resolution</i>	<ul style="list-style-type: none"> <li>• School climate survey data</li> <li>• Faculty/team meeting observation</li> <li>• Discussions with staff, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Fairness and consistency are observed and reported in student and staff interactions</li> <li>• Staff, parents and students are appropriately engaged in conflict management</li> <li>• Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner</li> </ul>
2.2.4 <i>Consensus Building</i>	<ul style="list-style-type: none"> <li>• <b>SIP</b></li> <li>• <b>Communication with stakeholders and staff</b></li> <li>• Observations of leadership team meetings/department meetings/faculty/meetings/ listening sessions/parent leadership teams</li> <li>• School climate survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder involvement in developing and implementing school improvement plan</li> <li>• Progress on school improvement plan is recorded and communicated to instructional staff, students, families, and stakeholders</li> <li>• Staff understands improvement strategies</li> <li>• Regularly evaluates progress on school improvement plan and adjusts strategies accordingly</li> </ul>
<b>2.3 School Management</b>		
2.3.1 <i>Learning Environment Management</i>	<ul style="list-style-type: none"> <li>• <b>School Visits</b></li> <li>• <b>Crisis management plan</b></li> <li>• <b>Behavior Management Plan</b></li> <li>• <b>Facility reviews</b></li> <li>• Observations of safety drills</li> <li>• Incident reports/safety record</li> <li>• Teacher handbook</li> <li>• Reports from district maintenance/custodial office</li> </ul>	<ul style="list-style-type: none"> <li>• Safe, secure and clean facility</li> <li>• Orderly, respectful passing in the halls</li> <li>• Safety plan is clear and readily accessible to staff</li> <li>• Staff understands and uses safety plan</li> <li>• Behavior expectations and rules posted</li> </ul>

Component	Evidence	Indicators/"Look-fors"
2.3.2 <i>Financial Management</i>	<ul style="list-style-type: none"> <li>• <b>School budget reports and planning documents</b></li> <li>• <b>SIP</b></li> <li>• History of budget requests</li> <li>• Fiscal review</li> <li>• Financial audits</li> <li>• Grant applications/awards</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of needs analysis</li> <li>• Finances within budget</li> <li>• Resources reallocated to address school improvement priorities</li> <li>• Actively pursues external resources (in-kind and financial support)</li> </ul>
2.3.3 <i>Policy Management</i>	<ul style="list-style-type: none"> <li>• <b>District compliance reports</b></li> <li>• <b>Communication examples with local and state decisions makers</b></li> <li>• Attendance log from school and district meetings</li> <li>• Observations of district or other policy committee meetings</li> <li>• Examples of membership with outside committees/councils</li> <li>• Attendance at state and national conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Active involvement in principal/district level meetings</li> <li>• Communications with policy makers outside the district</li> <li>• Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner</li> <li>• Strategies principal uses to keep informed about current policy issues</li> </ul>

**Evidence listed in bold is strongly suggested.**

\*Discussions with principals about evidence sources are appropriate for any of the components. In some cases, they are strongly encouraged or necessary for a component and are identified as such.



## Appendix F: SMART Goal Guidelines

---

# SMART Goal Guidelines

The Wisconsin Educator Effectiveness System encourages the use of SMART goals when setting both professional practice and SLO goals. The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific, Measureable, Attainable, Results-based, and Time-bound**.

**Specific** goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific:

What?—Specify exactly what the goal seeks to accomplish.

Why?—Specify the reasons for, purposes or benefits of the goal.

Who?—Specify who this goal includes or involves.

When?—Specify the timeline for the attainment of the goal.

Which?—Specify any requirements or constraints involved in achieving the goal.

**Measurable** goals are those which have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much/ how many?) as opposed to qualitative (what’s it like?), as in, how will you be able to prove your progress towards your goal?

**Attainable** goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

**Results-based** goals are those that are aligned with the expectations and direction provided by the district or building goals. They are goals that focus on results and are relevant to the mission of an organization such as a school, helping to move the overall effort of a school forward.

**Time-bound** goals occur within a specified and realistic timeframe. Often in schools, this timeframe may be a school year, although it could be a semester, or a multi-year goal, depending on local contexts and needs.



## Appendix G: SLO Assessment Guidance

---

# SLO Assessment Guidance

## Selecting High Quality Student Assessments

Those preparing SLOs have substantial autonomy in selecting evidence sources for documenting the growth toward identified goals, so long as the principal and evaluator mutually agree upon these evidence sources. This autonomy however does not mean that a principal can use any source of evidence. This appendix provides guidance regarding components of quality evidence that evaluators should consider when supporting sources of evidence for the SLO process.

DPI developed a “repository” of high-quality, exemplar SLOs, along with potential evidence sources for each one to identify those resources which currently exist, and to develop new resources to fill resource gaps. The SLO Repository allows principals to sort SLOs, as well as appropriate evidence sources, by grade, subject, and content area.

### What is validity?

Validity defines quality in educational measurement. It is the extent to which an assessment or evidence source actually measures what it is intended to measure and provides sound information supporting the purpose(s) for which it is used. Thus, assessments themselves are not valid or invalid. The validity of assessments resides in the evidence provided by it and its specific use. Some assessments have a high degree of validity for one purpose, but may have little validity for another. For example, a benchmark reading assessment may be valid for identifying students who may not reach the proficiency level on a state test. However the assessment could have little validity for diagnosing and identifying the cause of students’ reading challenges. The evaluation of quality within an assessment begins with a clear explanation of the purpose(s) and serious consideration of a range of issues that tell how well it serves that purpose(s). The dynamic between an assessment’s purpose and the resulting data generated by the assessment is critical in determining the validity of assessments.

Assessments should:

- Be aligned with standards
- Provide reliable information for intended score interpretations and uses
- Be proctored with consistency
- Be fair and accessible
- Provide useful reporting for intended users and purposes
- Be developed with cohesion

### Why do we need alignment to standards?

Alignment shows how well what assessed information matches what is taught, what is learned, and the purpose for giving the assessment. For assessments to provide data in order for staff to make inferences about student learning, the assessment must be aligned with the standards, inclusive of criteria from novice to mastery.

The essential issues for alignment focus on these questions:

1. How does \_\_\_\_\_ reflect what is most important for students to know and be able to do?
2. How does \_\_\_\_\_ capture the depth and breadth of the standard, noting a rigorous progression toward proficiency?
3. Is \_\_\_\_\_ aligned to the Common Core State Standards or other relevant standards?
4. Do the sequence and rigor of \_\_\_\_\_ align vertically and horizontally within the SLO?
5. What timeframe is assigned in order to have accountability for the standards within the instructional framework?

<b>Questions to Ask About Assessments While Developing a School Learning Objective</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• How well do the items/tasks/criteria align to appropriate standards, curriculum, and the school improvement plan?</li> <li>• In what ways would mastering or applying the identified standards be considered “essential” for student learning?</li> <li>• How do the content, skills and/or concepts assessed by the items or task provide students with knowledge, skills, and understandings that are (1) essential for success in the next grade/course or in subsequent fields of study; or (2) otherwise of high value beyond the course?</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>• In what ways do the items/tasks and criteria address appropriately challenging content?</li> <li>• To what extent do the items or task require appropriate critical thinking and application?</li> <li>• How does the performance task ask students to analyze, create, and/or apply their knowledge and skills to a situation or problem where they must apply multiple skills and concepts?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• To what extent are the items/tasks and criteria designed such that student responses/scores will identify student’s levels or knowledge, understanding, and/or mastery?</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• When will the results be made available to the principal? (The results must be available to the principal prior to the end of year Summary Conference)</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>• To what extent are the items or the task and criteria free from words and knowledge that are characteristic to particular ethnicities, subcultures, and genders?</li> <li>• To what extent are appropriate accommodations available and provided to students as needed?</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>• Are there a sufficient number of items in multiple formats for each important, culminating, overarching skill?</li> </ul>
<b>Scoring</b>	<ul style="list-style-type: none"> <li>• Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and, as a result, the criteria insure inter-rater reliability?</li> </ul>

	<ul style="list-style-type: none"><li>• Do open-ended questions have rubrics that (1) clearly articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery?</li><li>• To what extent does scoring give appropriate weight to the essential aspects?</li></ul>
--	---



# Appendix H: SLO & Outcome Summary Process & Scoring Guide

---

# SLO and Outcome Summary Process & Scoring Guide

## Guidance on Creating the Outcome Summary Score

---

Starting with the 2015-16 school year, there is a shift in scoring student outcomes in the Wisconsin Educator Effectiveness System. The System will utilize the same data and measures as before—including principal and teacher value-added (when available), graduation data, and school-wide reading. However, the method of incorporating this data into the System will change in order to better align to best practice and support continuous improvement. Currently, as standalone scores, these measures inform educators of whether they did well (or not) on a given measure, but provide no information regarding why they performed the way they did or how to improve. The shift addresses this issue by incorporating these measures in a way which informs goal-setting and provides specific feedback regarding the educator's implementation progress and its impact on student progress.

## SLOS INFORMING THE OUTCOME SUMMARY SCORE

### BEGINNING OF YEAR

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) to develop a minimum of one SLO. The development of the SLO now must include the review of teacher and principal value-added, as well as graduation rates or schoolwide reading value-added (as appropriate to the role of the educator). Educators continue to document the goal within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

### MIDDLE OF YEAR (OR MID-INTERVAL)

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) to monitor progress towards an SLO across the year and adjust instructional strategies accordingly. Educators can also use the Process Guide to consider a mid-year adjustment to the goal based on data collected through the progress monitoring process. Educators should document evidence of their SLO implementation progress and SLO implementation process to date within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.


### END OF YEAR (OR END OF INTERVAL)

At the end of the SLO interval, educators draw upon all available evidence of their implementation process, as defined within the SLO and Outcome Summary Process Guide (see page 2), and the impact on student progress to inform the selection of a self-score. Using the Scoring Rubric (see page 4), educators will self-score their goal and document the score within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

## OUTCOME SUMMARY SCORE

At the end of the Effectiveness Cycle, evaluators will review all SLOs (from the Supporting and Summary Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic Outcome Summary Score. Evaluators draw upon the SLO and Outcome Summary Process Guide (see page 2) to inform the determination of the holistic score using the Scoring Rubric (page 4). Evaluators document the holistic score into the appropriate online data management system (e.g., Teachscape or MyLearningPlan). During the End of Cycle Summary Conference, evaluators discuss collaboratively with educators the implementation process and progress across the Effectiveness Cycle and the resulting holistic score as part of a learning-focused conversation. The holistic score is the final Outcome Summary Score.

## SLO AND OUTCOME SUMMARY PROCESS GUIDE

Quality Indicators		Reflections/Feedback/Notes for Improvement
<b>Baseline Data and Rationale</b>		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis included the following data sources, as appropriate to the educator's role: principal value-added, teacher value-added, schoolwide reading value-added, and graduation rates. <i>(See guidance on page 3 regarding the use of these data sources)*</i>		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
<b>Alignment</b>		
The SLO is aligned to <a href="#">specific content standards</a> representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
<b>Student Population</b>		
The student population identified in the goal(s) reflects the results of the data analysis.		
<b>Targeted Growth</b>		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
<b>Interval</b>		
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		

<b>Evidence Sources</b>		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a <a href="#">balanced use of assessment data</a> .		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference. (Note: The amount of evidence available may vary by educator role).		
Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: <ul style="list-style-type: none"> <li>Clearly define levels of performance;</li> <li>Are easy to understand;</li> <li>Show a clear path to student mastery.</li> </ul>		
<b>Instructional (for teachers) and Leadership (for principals) Strategies and Support</b>		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
<b>Scoring</b>		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		

\*Note: Teacher value-added data is still scheduled for first release in 2017-18. Additionally, due to the switch in assessments and assessment schedules in 2014-15, as well as the building of new statewide data systems, 2014-15 state assessment data (i.e., principal value-added and schoolwide reading value-added) will not be available at the beginning of the 2015-16 school year. As such, educators should rely on historical state assessment and value-added data from prior years that *IS* available to them to identify trends when setting goals at the beginning of the 2015-16 school year. DPI expects that the data reporting process will occur earlier in the year beginning in 2016-17.

## DATA ANALYSIS INFORMING THE DEVELOPMENT OF THE SLO

Educators review all available data when setting goals for their professional practice and improvements in student outcomes. A holistic approach is taken to data analysis and professional reflection. In addition to reviewing data collected by the educator, the educator must also review the following data provided by DPI, as appropriate to their individual role.

### PRINCIPALS

In setting an SLO, principals must not only review data collected by their educators or themselves across the school-year, but also the following data provided by DPI:

- Principal, Teacher, and Schoolwide Reading Value-Added:** When developing SLOs, principals must review individually, as well as with other district principals (where available) and teachers, principal value-added data, as well as teacher value-added data aggregated at both the grade level and content area (e.g., schoolwide reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other principals or administrators could inform the development of an SLO that aligns to district improvement plans and/or goals. Value-added trends may also illuminate

strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other principals or administrators could provide the opportunity to share best practices and successful strategies which support district improvement plans and/or goals.

- **Graduation Rate:** When developing SLOs, high school principals must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their students. This analysis can inform the development of SLOs if graduation rates are an area needing growth and professional practice goals to support the improvement of graduation rates. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

## TEACHERS

- **Teacher Value-Added and Schoolwide Reading:** When developing SLOs, teachers must review individually, as well as with teacher teams at both the grade level and across the content area (e.g., schoolwide reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other teachers could inform the development of a team SLO that may align to a School Learning Objective identified by the principal. Value-added trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other teachers could provide the opportunity to share best practices and successful strategies which support school improvement plans and/or goals.
- **Graduation Rate:** When developing SLOs, high school teachers must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their school's students. During this review, teachers should reflect on how their practice has supported the trends within the graduation rate data. Teachers should also review the data in vertical and horizontal teams to review school (and district) practices which positively and negatively impact graduation rates. This analysis can inform the development of SLOs, as well as professional practice goals, to support the improvement of graduation rates of the educator's students. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

**Educators are not required to develop a goal based on these data or to develop a goal with the intention to improve these data, unless the data indicates that is necessary.** *As always, the purpose of the Educator Effectiveness System is to provide information that is meaningful and supports each individual educator's growth in their unique roles and contexts.* By reviewing multiple data points, including those listed above, the educator has access to a more comprehensive view of their practice and a greater ability to identify areas of strength and need—both of which can inform the development of goals, as well as instructional/leadership strategies which can support progress towards goals.

*Note: Due to the lag in data provided by DPI to districts, as well as the date in the year in which the data is provided to the districts (i.e., the following year), educators should only use the data to review trends across time when developing an SLO. Educators should not use the data to score SLOs.*

## RUBRIC OVERVIEW

Both educators and evaluators will use the Scoring Rubric (below) to determine SLO and Outcome Summary Scores, respectively. Educators will self-score their individual SLOs in all years (Supporting and Summary Years). Evaluators will assign a holistic score considering all SLOs across the cycle—the implementation process and its impact on student progress. Drawing upon the preponderance of evidence and using the Scoring Rubric, evaluators determine an educator’s holistic Outcome Summary Score by identifying the rubric level which *best describes* the educator’s implementation process and student growth. This process of holistic scoring offers flexibility based on professional discretion. It allows evaluators to recognize student growth as well as professional growth across the Effectiveness cycle, which aligns with the purpose of the Wisconsin Educator Effectiveness System.

### SCORING RUBRIC

Score	Criteria	Description (not exhaustive)
4	Educator engaged in a comprehensive, data-driven process that resulted in exceptional student growth.  Student growth has <b>exceeded</b> the goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set rigorous, superior goal(s) based on a comprehensive analysis of all required and supplemental data sources; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data; and reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way. Evidence indicates the targeted population’s growth exceeded the expectations described in the goal.
3	Educator engaged in a data-driven process that resulted in student growth.  Student growth has <b>met</b> goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set attainable goal(s) based on a comprehensive analysis of all required and supplemental data sources; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data; and reflected on the process across the year/cycle in an accurate or consistent way. Evidence indicates the targeted population met the expectations described in the goal.
2	Educator engaged in a process that resulted in inconsistent student growth.  Student growth has <b>partially met</b> the goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction; and reflected on the process across the year/cycle in an inconsistent and/or inaccurate way. Evidence indicates the targeted population partially met expectations described in the goal.
1	Educator engaged in a process that resulted in minimal or no student growth.  Student growth has <b>not met</b> the goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set inappropriate goal(s); inconsistently or inappropriately used assessments; did not monitor progress; did not adjust instruction based on progress monitoring data; and did not reflect on the process across the year/cycle in a consistent, accurate, and thoughtful way. Evidence indicates the targeted population has not met the expectations described in the goal.

[Updated in Teacher Evaluation Process Manual - August 2015]





## Appendix I: Cycle of Inquiry

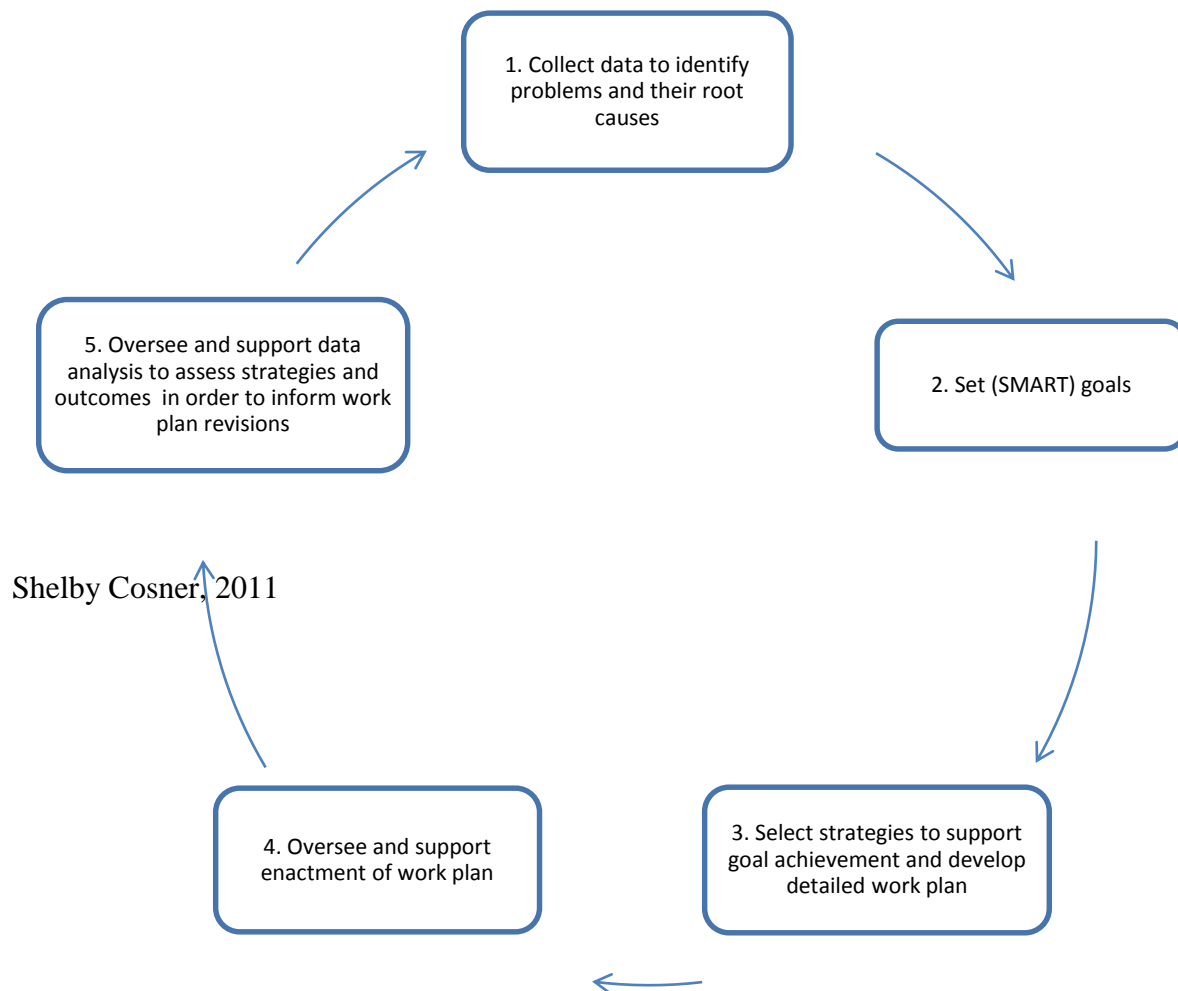
---

## Cycle of Inquiry

Applying a cycle of inquiry (also described as continuous improvement process) to SLOs and PPGs can help with the development of these processes and enhance their strategic focus.

The figure below provides a visual depiction of a schoolwide cycle of inquiry. The cycle of inquiry begins with collecting and analyzing an assortment of data (e.g., student assessments, teacher evaluations, classroom observations) to understand problems and their root causes. Next, SMART goals are developed to address aspects of the root causes. Strategies are designed for goal achievement, accompanied by a detailed work plan. The work plan must be supported and reviewed with data in order to monitor plan enactment and identify potential changes. With this information, the cycle can repeat.

Evaluators and effectiveness coaches can help principals prepare for goal-related work throughout the year by helping them think about the kinds of data they need. If the principal is to achieve success with the goal, he/she needs to collect ongoing data about strategy enactment and outcomes to inform ongoing interventions and adjustments. Evaluators can also help principals prepare for goal-related work by encouraging them to develop detailed, rather than general, work plans and by encouraging them to engage appropriate teacher leaders and leadership teams in aspects of this work.





## Appendix J: Asst./Assoc. Principal Included Components Planning Form

---

## Educator Effectiveness Plan

### AP Included Components Planning Form

\*This form is for Assistant / Associate Principals ONLY

**Assistant Principal Self-Review:** Assistant or Associate Principal and his or her evaluator collaboratively complete this form at the planning meeting for the AP's Effectiveness Cycle. *Required components are indicated by an asterisk (\*). Optional components are indicated with checkbox (☐).*

<b>Component</b>	
Identify which optional components of the Wisconsin Framework for Principal Leadership are to be included and scored.	
<input type="checkbox"/>	1.1.1 Recruiting and Selecting
<input type="checkbox"/>	1.1.2 Assignment of Teachers and Staff
<input type="checkbox"/>	1.1.3 Observation and Performance Evaluation <i>Required component if AP evaluates staff</i>
<input type="checkbox"/>	1.1.4 Professional Development and Learning
<input type="checkbox"/>	1.1.5 Distributed Leadership
<input type="checkbox"/>	1.2.1 Mission and Vision
*	1.2.2 Student Achievement Focus
<input type="checkbox"/>	1.2.3 Staff Collaboration
<input type="checkbox"/>	1.2.4 Schoolwide Use of Data
<input type="checkbox"/>	1.2.5 Student Learning Objectives (Teacher SLOs) <i>Required component if AP evaluates staff</i>
*	2.1.1 Professionalism
*	2.1.2 Time Management and Priority Setting
*	2.1.3 Use of Feedback for Improvement
*	2.1.4 Initiative and Persistence
*	2.2.1 School Climate
*	2.2.2 Communication
*	2.2.3 Conflict Management
*	2.2.4 Consensus Building
<input type="checkbox"/>	2.3.1 Learning Environment Management
<input type="checkbox"/>	2.3.2 Financial Management
	2.3.3 Policy Management

*Add Comments/Rationale on next page.*



## Appendix K: Self-Review Form

---



## 2015-16 Principal Evaluation Self-Review

<b>Component: 1.1.1: Recruiting and Selecting</b>			
<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Lacks a clear or sequential process to recruit or select staff  <input type="checkbox"/> Rarely applies school's vision and mission to recruiting and selecting decisions	<input type="checkbox"/> Inconsistently uses a clear and sequential process to recruit and select staff  <input type="checkbox"/> Inconsistently applies school's vision and mission to recruiting and selecting decisions  <input type="checkbox"/> Selection process typically limited to resume screen with unstructured candidate interviews  <input type="checkbox"/> Does not involve other teachers in selection process	<input type="checkbox"/> Consistently uses clear and sequential process to recruit and select effective and diverse staff  <input type="checkbox"/> Applies recruitment and selection strategy that is informed by school's vision and mission  <input type="checkbox"/> Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as a factor in recruiting and selecting decisions  <input type="checkbox"/> Involves teacher leaders in selection process for some instructional staff	<input type="checkbox"/> Consistently uses clear and sequential process to recruit and select highly effective and diverse staff  <input type="checkbox"/> Applies recruitment and selection strategy that is integrated within School Improvement Plan  <input type="checkbox"/> Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selecting decisions  <input type="checkbox"/> Involves teacher leaders in selection process for all instructional staff  <input type="checkbox"/> Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff
<b>Rationale:</b>			

**Component: 1.1.2: Assignment of Teachers and Instructional Staff**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Occasionally assigns staff to positions for which they are not qualified  <input type="checkbox"/> Does not consider student learning, teacher effectiveness or instructional team composition when making team assignments  <input type="checkbox"/> Rarely anticipates or plans for staff transitions	<input type="checkbox"/> Assigns teachers and other instructional staff to positions based on qualifications, but may not consider student academic or learning needs, or teacher effectiveness  <input type="checkbox"/> Attempts to create instructional teams (e.g., data teams, professional learning communities) but team member assignment is not based on staff strengths  <input type="checkbox"/> Anticipates some staff transitions, but has inefficient plan for such changes	<input type="checkbox"/> Assigns teachers and other instructional staff to positions based on qualifications, student academic and learning needs, and teacher effectiveness  <input type="checkbox"/> Assigns teachers and other staff to instructional teams (e.g., data teams, professional learning communities) based on individual and group strengths  <input type="checkbox"/> Identifies potential staff transitions and has strategies to fill positions prior to school year	<input type="checkbox"/> Assigns teachers and other instructional staff to positions based on qualifications, demonstrated effectiveness, and to support school goals and maximize student achievement  <input type="checkbox"/> Assigns teachers and other staff to instructional teams based on individual and group strengths, with input from teacher leaders and group members  <input type="checkbox"/> Identifies potential staff transitions and uses strategies resulting in almost all positions filled prior to school year  <input type="checkbox"/> Staff assignment process serves as a model for other schools and districts

**Rationale:**

**Component: 1.1.3: Observation and Performance Evaluation**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Rarely observes teaching  <input type="checkbox"/> Gives staff infrequent or inaccurate feedback  <input type="checkbox"/> Does not use evaluation process to identify accurate levels of performance  <input type="checkbox"/> Fails to document or address weak performance  <input type="checkbox"/> Rarely uses evaluation results for individual or school growth	<input type="checkbox"/> Periodically observes teaching  <input type="checkbox"/> Gives staff general or vague feedback  <input type="checkbox"/> Completes evaluations that may lack differentiation or demonstrate inaccurate appraisals  <input type="checkbox"/> Occasionally documents or inappropriately addresses weak performance  <input type="checkbox"/> Inconsistently uses evaluation results to inform individual and school growth  <input type="checkbox"/> Encourages teachers to seek support of peers	<input type="checkbox"/> Regularly observes teaching using different modalities (walkthroughs, classroom and team-level observations)  <input type="checkbox"/> Regularly gives staff clear feedback based on observations, other evidence sources, and evaluation criteria  <input type="checkbox"/> Completes evaluations that identify accurate levels of performance and periodically reviews results for reliability  <input type="checkbox"/> Appropriately documents and addresses weak performance, including intervention plans when needed  <input type="checkbox"/> Consistently uses evaluation results to inform individual growth  <input type="checkbox"/> Provides opportunities for teachers to observe each other's practice	<input type="checkbox"/> Regularly observes teaching using different modalities  <input type="checkbox"/> Regularly gives staff timely, clear, and actionable feedback based on observations, other evidence sources, and evaluation criteria  <input type="checkbox"/> Completes evaluations that consistently identify accurate levels of performance and regularly reviews results for reliability  <input type="checkbox"/> Appropriately documents and addresses weak performance, including intervention plans when needed, leading to improved performance or other appropriate outcomes  <input type="checkbox"/> Consistently uses evaluation results for individual and school growth and to inform school improvement planning  <input type="checkbox"/> Creates systems for peer support, including growth-oriented observations, analysis, and reflection

**Rationale:**

**Component: 1.1.4: Professional Development and Learning**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Provides learning opportunities that are not informed by student, classroom, or school data  <input type="checkbox"/> Learning opportunities are rarely tailored to meet educator needs or aligned with school improvement priorities	<input type="checkbox"/> Provides some general learning opportunities informed by current student, classroom, or school data  <input type="checkbox"/> Creates learning opportunities that meet some educator needs and generally align with school improvement priorities  <input type="checkbox"/> Creates some learning opportunities that are inflexible or adhere to a predetermined schedule	<input type="checkbox"/> Consistently provides learning opportunities informed by current student, classroom, and school data, reflecting cultural, linguistic, and other learning needs  <input type="checkbox"/> Creates productive and engaging learning opportunities that align with educator learning needs and school improvement priorities  <input type="checkbox"/> Encourages educators to take responsibility for improving their performance over time	<input type="checkbox"/> Implements collaborative learning opportunities informed by comprehensive analysis of student, classroom, and school data, reflecting cultural, linguistic, and other learning needs  <input type="checkbox"/> Creates productive and engaging learning opportunities that align with individual and school improvement priorities, and maximize use of time and resources  <input type="checkbox"/> Cultivates systems to assess and adjust quality of learning structures  <input type="checkbox"/> Empowers educators to “own” their learning, self-identify opportunities and support growth of others

**Rationale:**

**Component: 1.1.5: Distributed Leadership**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Rarely encourages staff members to seek increased responsibility based on their interests and qualifications  <input type="checkbox"/> Rarely monitors progress or completion of delegated tasks and/or responsibilities  <input type="checkbox"/> Rarely provides support to emerging leaders	<input type="checkbox"/> Encourages staff members to seek increased responsibility based on their interests and qualifications  <input type="checkbox"/> Staff leadership opportunities are inconsistently aligned with school goals  <input type="checkbox"/> Assesses completion of delegated tasks and/or responsibilities, but not necessarily progress on related goals  <input type="checkbox"/> Understands importance of mentoring or coaching emerging leaders, but there is little evidence of such support	<input type="checkbox"/> Purposefully leverages staff for leadership opportunities based on their strengths, experiences, and demonstrated success  <input type="checkbox"/> Develops distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities  <input type="checkbox"/> Assesses completion of delegated tasks and progress on related goals  <input type="checkbox"/> Provides formal and informal feedback, including mentoring or coaching, to emerging leaders that contributes to their success	<input type="checkbox"/> Systematically leverages staff members for increased responsibility based on their strengths, experiences, and demonstrated success  <input type="checkbox"/> Develops schoolwide distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities  <input type="checkbox"/> Helps staff develop their ability to manage multiple tasks and related goals and to assess results  <input type="checkbox"/> Provides formal and informal support, including mentoring or coaching, and guided leadership opportunities to emerging leaders  <input type="checkbox"/> Develops, supports and encourages shared expectations for distributed leadership

**Rationale:**

**Component: 1.2.1: Mission and Vision**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Articulates instructional vision or mission that lacks coherence and is not reflected in School Improvement Plan  <input type="checkbox"/> Implements School Improvement Plan without cultivating commitment to ownership of vision and/or mission  <input type="checkbox"/> Does not assess School Improvement Plan progress and results	<input type="checkbox"/> Articulates instructional vision and mission, but some aspects are unclear and/or missing from School Improvement Plan  <input type="checkbox"/> Implements School Improvement Plan with involvement of some stakeholders, but awareness and ownership of school's vision and/or mission is not shared widely among students and staff  <input type="checkbox"/> Inconsistently assesses School Improvement Plan progress and results	<input type="checkbox"/> Creates and communicates clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan  <input type="checkbox"/> Implements School Improvement Plan with input from staff and some external stakeholders, using evidence-based strategies  <input type="checkbox"/> Periodically assesses School Improvement Plan progress and results  <input type="checkbox"/> Updates vision and mission as needed based on relevance to research and school-based evidence  <input type="checkbox"/> Ensures that mission and vision are known and accepted by a majority of students and staff	<input type="checkbox"/> Creates, communicates and maintains clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan  <input type="checkbox"/> Implements School Improvement Plan with input from broad representation of internal and external stakeholders, using evidence-based strategies  <input type="checkbox"/> Regularly assesses School Improvement Plan progress and uses results to inform current and subsequent plans  <input type="checkbox"/> Updates vision and mission as needed based on relevance to research and school-based evidence  <input type="checkbox"/> Fosters an environment in which students, staff, and community as a whole assume responsibility for school's vision, mission and values

**Rationale:**

**Component: 1.2.2: Student Achievement Focus**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Tolerates poor student academic or behavioral performance or weak teacher focus on student achievement expectations  <input type="checkbox"/> Cannot articulate or does not monitor curricular and instructional program  <input type="checkbox"/> Does not provide access to differentiated student supports	<input type="checkbox"/> Sets expectations for student academics and behavior, but they are not clearly reflected in daily instruction or the School Improvement Plan  <input type="checkbox"/> Articulates the curricular and instructional program, but some aspects lack coherence  <input type="checkbox"/> Inconsistently monitors curriculum and instructional program  <input type="checkbox"/> Provides limited access to differentiated student supports	<input type="checkbox"/> Sets expectations for student academics and behavior that are clearly reflected in daily instruction and the School Improvement Plan  <input type="checkbox"/> Leads and regularly monitors a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students  <input type="checkbox"/> Provides multi-tiered support system (such as Response to Intervention) to analyze student needs and target resources for student success	<input type="checkbox"/> Empowers teachers, staff, students and other stakeholders to contribute to clear, high and demanding academic and behavior expectations for every student that are reflected in daily instruction and the School Improvement Plan  <input type="checkbox"/> Develops systems to assess level of academic and behavior expectations and takes actions to strengthen those expectations  <input type="checkbox"/> Leads, as well as empowers others, in regular monitoring of coherent standards-based curricular and instructional program to deliver rigorous academic content to all students  <input type="checkbox"/> Provides multi-tiered support system that is a model for targeting resources and yielding student success

**Rationale:**

<b>Component: 1.2.3: Staff Collaboration</b>			
<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Fails to establish or support opportunities for collaboration  <input type="checkbox"/> Acts as a barrier to collaboration	<input type="checkbox"/> Encourages collaboration, but does not assess collaborative work for focus on instruction and teacher and student learning  <input type="checkbox"/> Collaborative work focuses mainly on administrative issues  <input type="checkbox"/> Uses informal/ad hoc common planning periods	<input type="checkbox"/> Establishes and supports ongoing development of collaborative work groups  <input type="checkbox"/> Assesses collaboration to keep focus on instruction as well as teacher and student learning  <input type="checkbox"/> Provides consistent, common planning periods  <input type="checkbox"/> Periodically participates with collaborative teams to identify solutions to difficult problems	<input type="checkbox"/> Creates conditions and expectations for collaborative work groups that are owned by teachers  <input type="checkbox"/> Workgroups self-assess collaboration to maximize focus on instruction as well as teacher and student learning  <input type="checkbox"/> Provides consistent, extended opportunities for educators to collaborate  <input type="checkbox"/> Actively participates with collaborative teams to identify solutions to difficult problems
<b>Rationale:</b>			

**Component: 1.2.4: Schoolwide Use of Data**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Rarely organizes schoolwide efforts to analyze data to inform school improvement strategies  <input type="checkbox"/> Rarely encourages or supports teachers and teacher teams to collect and analyze data, and use results to improve instruction, leadership practices, and student learning  <input type="checkbox"/> Does not encourage use of balanced assessment framework (e.g., formative, interim, and summative)	<input type="checkbox"/> Organizes periodic schoolwide efforts to analyze data to identify problems and develop school improvement strategies  <input type="checkbox"/> Encourages teachers and teacher teams to collect and analyze data, but may not provide sufficient support in use of data to improve instruction, leadership practices and student learning  <input type="checkbox"/> Encourages use of balanced assessment framework (e.g., formative, interim, and summative)	<input type="checkbox"/> Facilitates schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data  <input type="checkbox"/> Develops and monitors appropriate school improvement strategies and adjusts as needed  <input type="checkbox"/> Develops capacity of individual teachers and teacher teams to engage in continuous improvement processes using multiple sources of relevant data to improve instruction, leadership practices, and student learning  <input type="checkbox"/> Oversees development of balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning	<input type="checkbox"/> Empowers others to lead schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data  <input type="checkbox"/> Develops and monitors appropriate school improvement strategies and adjusts as needed to build a culture for learning  <input type="checkbox"/> Fosters school norms where teachers, teacher teams, and leaders regularly use and share results from continuous improvement processes to improve instruction, leadership practices, and student learning  <input type="checkbox"/> Empowers teachers and other leaders to create and regularly use balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning
<b>Rationale:</b>			

<b>Component: 1.2.5: Student Learning Objectives (Teacher SLOs)</b>			
<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Supports teacher SLOs that do not adhere to Educator Effectiveness SLO criteria  <input type="checkbox"/> Does not encourage teachers to collaborate on SLO development  <input type="checkbox"/> Does not encourage staff to share SLO results with peers	<input type="checkbox"/> Supports teacher SLOs that inconsistently meet Educator Effectiveness SLO criteria  <input type="checkbox"/> Encourages some teachers to collaborate on SLO development  <input type="checkbox"/> Occasionally encourages teachers to share SLO results with peers	<input type="checkbox"/> Supports teacher SLOs that are evidence-based, student-centered, and meet Educator Effectiveness criteria  <input type="checkbox"/> Encourages teachers to co-develop SLOs (as appropriate)  <input type="checkbox"/> Regularly provides opportunities for teachers to share SLO results and jointly revise and strengthen SLOs	<input type="checkbox"/> Supports teacher SLOs that are evidence-based, student-centered, meet Educator Effectiveness criteria, and align with school priorities (i.e., School Improvement Plan)  <input type="checkbox"/> Creates conditions leading to teacher ownership of SLO process with teachers regularly co-developing SLOs (as appropriate), sharing results, and strengthening SLOs  <input type="checkbox"/> Cultivates SLO process where teacher SLOs align with district priorities and serve as exemplary models
<b>Rationale:</b>			

**Component: 2.1.1: Professionalism**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Does not model professionalism or ethical behavior  <input type="checkbox"/> Rarely holds staff to professional, ethical, and respectful behavioral expectations  <input type="checkbox"/> Does not reflect on personal professional practice  <input type="checkbox"/> Rarely applies current educational research to inform practice	<input type="checkbox"/> Occasionally models positive professional or ethical behavior  <input type="checkbox"/> Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so  <input type="checkbox"/> Occasionally reflects on personal professional practice  <input type="checkbox"/> Inconsistently applies current educational research to inform practice	<input type="checkbox"/> Consistently models positive professional and ethical behavior  <input type="checkbox"/> Expects staff to display professional, ethical, and respectful behavior at all times and takes swift action when inappropriate conduct or practice is reported or observed  <input type="checkbox"/> Regularly and accurately reflects on personal professional practice and pursues professional growth activities  <input type="checkbox"/> Consistently applies current educational research to practice and monitors impact  <input type="checkbox"/> Participates in activities that contribute to the profession	<input type="checkbox"/> Consistently models positive professional and ethical behavior  <input type="checkbox"/> Empowers staff to model ethical and respectful behavior, leading to shared professional accountability  <input type="checkbox"/> Regularly and accurately reflects on personal professional practice and pursues ongoing professional growth activities  <input type="checkbox"/> Consistently applies current educational research to practice and monitors impact  <input type="checkbox"/> Leads activities that contribute to the profession

**Rationale:**

**Component: 2.1.2: Time Management and Priority Setting**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Rarely focuses objectives or activities on school improvement priorities  <input type="checkbox"/> Does not anticipate future needs or set appropriate timelines  <input type="checkbox"/> Fails to establish clear guidance about priority of instructional time	<input type="checkbox"/> Inconsistently focuses objectives and activities on school improvement priorities  <input type="checkbox"/> Tries to anticipate future needs, but some timelines are not realistic or appropriate  <input type="checkbox"/> Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts	<input type="checkbox"/> Consistently focuses objectives and activities on school improvement priorities  <input type="checkbox"/> Sets objectives, activities and timelines to meet future needs  <input type="checkbox"/> Assesses use of time to meet goals, priorities and deadlines  <input type="checkbox"/> Acts to protect instructional time by keeping teachers, students and staff focused on student learning and free from external distractions	<input type="checkbox"/> Focuses almost all objectives and activities on school improvement priorities  <input type="checkbox"/> Creates time efficiencies to maximize focus on goals, priorities and deadlines  <input type="checkbox"/> School community is empowered to create innovative opportunities for increased and/or enhanced instructional time

**Rationale:**

<b>Component: 2.1.3: Use of Feedback for Improvement</b>			
<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Rarely seeks or applies feedback to shape priorities or improve personal performance	<input type="checkbox"/> Seeks feedback from stakeholders, but inconsistently uses feedback to improve personal or school performance  <input type="checkbox"/> Inconsistently acts upon feedback to shape priorities designed to improve student achievement	<input type="checkbox"/> Actively solicits feedback and help from stakeholders, and uses feedback to improve personal and school performance  <input type="checkbox"/> Regularly incorporates feedback to help shape priorities designed to improve student achievement	<input type="checkbox"/> Develops and implements efficient systems that generate feedback and advice from students, teachers, parents, community members, and other stakeholders that results in improved personal and school performance  <input type="checkbox"/> Explains to stakeholders how feedback has been used to shape priorities designed to improve student achievement
<b>Rationale:</b>			

<b>Component: 2.1.4: Initiative and Persistence</b>			
<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Rarely persists to achieve expected goals  <input type="checkbox"/> Takes little or no leadership in partnerships that could contribute to school success	<input type="checkbox"/> Uses persistence to achieve some, but not all, expected goals  <input type="checkbox"/> Inconsistently takes on additional responsibilities and partnerships to address school challenges or enhance current practices	<input type="checkbox"/> Consistently applies initiative and persistence to achieve expected goals  <input type="checkbox"/> Engages diverse stakeholders at district and state level, and within local community, to address school challenges or enhance current practices  <input type="checkbox"/> Develops productive school-community partnerships	<input type="checkbox"/> Consistently applies initiative and persistence to accomplish ambitious goals  <input type="checkbox"/> Takes a leadership role within district and local community to create solutions to school's challenges or enhance current practices, making a notable contribution to district and community  <input type="checkbox"/> Develops successful and sustained school-community partnerships
<b>Rationale:</b>			

**Component: 2.2.1: School Climate**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Is ineffective in establishing school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds  <input type="checkbox"/> Rarely or inaccurately evaluates school climate to ensure that it is conducive to student and staff learning or inclusive of different perspectives	<input type="checkbox"/> Understands importance of, but is minimally effective in, establishing and maintaining school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds  <input type="checkbox"/> Inconsistently evaluates school climate to ensure that it is conducive to student and staff learning and inclusive of different perspectives	<input type="checkbox"/> Establishes and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds  <input type="checkbox"/> Regularly evaluates school climate and takes steps to address student and staff learning to ensure that it is inclusive of different perspectives	<input type="checkbox"/> Creates conditions where school community takes ownership and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds  <input type="checkbox"/> Collaborates with staff to regularly evaluate school climate and confront barriers, including preconceptions about race, culture, class and other issues of difference that inhibit student and staff learning  <input type="checkbox"/> School serves as a model for inclusionary practices
<b>Rationale:</b>			

<b>Component: 2.2.2: Communication</b>			
<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders  <input type="checkbox"/> Does not utilize different approaches to communicate or ineffectively utilizes several communication approaches  <input type="checkbox"/> Responses to parents and community members are not timely or meaningful	<input type="checkbox"/> Communicates school goals, learning expectations, challenges, improvement plans and progress to some stakeholders  <input type="checkbox"/> Utilizes limited communication approaches  <input type="checkbox"/> Occasionally responds to contact from parents and community members in a timely or meaningful way	<input type="checkbox"/> Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders  <input type="checkbox"/> Utilizes multiple approaches to communicating, such as face-to-face conversations, newsletters and websites and monitors their impact  <input type="checkbox"/> Consistently responds to contact from parents and community members in a timely and meaningful way	<input type="checkbox"/> Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders, and varies communication strategies to be responsive to a variety of audiences with different backgrounds and perspectives  <input type="checkbox"/> Assesses effectiveness of different communication strategies and adapts as necessary (e.g., retooling message, expanding scope of communication)  <input type="checkbox"/> Solicits and responds to contacts from parents and community members in a timely and meaningful way
<b>Rationale:</b>			

### Component: 2.2.3: Conflict Management and Resolution

<input type="checkbox"/> Level 1: Unsatisfactory	<input type="checkbox"/> Level 2: Basic	<input type="checkbox"/> Level 3: Proficient	<input type="checkbox"/> Level 4: Distinguished
<input type="checkbox"/> Unaware of or contributes to conflicts  <input type="checkbox"/> Lacks fairness, self-control and consistency when dealing with difficult situations  <input type="checkbox"/> Limits involvement in relationship building and conflict management to defuse tense or problematic situations	<input type="checkbox"/> Acknowledges but avoids addressing some conflicts  <input type="checkbox"/> Inconsistently models fairness, self-control and consistency when dealing with difficult situations  <input type="checkbox"/> Interacts with students, staff and other stakeholders on an as-needed basis to defuse potentially stressful situations  <input type="checkbox"/> Even if significant philosophical differences exist, accepts and supports district decisions when final	<input type="checkbox"/> Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view  <input type="checkbox"/> Models fairness, self-control, and consistency when dealing with difficult situations and cultivates these characteristics in others  <input type="checkbox"/> Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging  <input type="checkbox"/> When significant philosophical differences exist, uses appropriate venues to question district direction, but accepts and supports decisions when final	<input type="checkbox"/> Anticipates conflict and is proactive in defusing and resolving disagreements among stakeholders  <input type="checkbox"/> Models fairness, self-control and consistency when dealing with difficult situations and school community reflects shared commitment to empathy and respect  <input type="checkbox"/> Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging  <input type="checkbox"/> Welcomes varying points of view as a force for positive change  <input type="checkbox"/> When significant philosophical differences exist, uses appropriate venues and evidence-based arguments to question district direction, but accepts and supports decisions when final

**Rationale:**

<b>Component: 2.2.4: Consensus Building</b>			
<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Fails to identify areas in which agreement and/or consensus is necessary  <input type="checkbox"/> Rarely seeks input or secures cooperation, and instead makes unilateral, arbitrary decisions	<input type="checkbox"/> Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement  <input type="checkbox"/> Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process	<input type="checkbox"/> Uses varied strategies to work toward a consensus for improvement including shared problem solving approaches  <input type="checkbox"/> Uses building leaders to assist in trying to reach consensus  <input type="checkbox"/> Allows dissenting views, but recognizes that full consensus may not always be possible and manages change process to keep school moving on important priorities	<input type="checkbox"/> Ensures an inclusive process for collaboration and incorporates different perspectives and dissenting voices into decision making  <input type="checkbox"/> Empowers stakeholders to initiate improvement strategies and facilitate the change management process
<b>Rationale:</b>			

**Component: 2.3.1: Learning Environment Management**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Does not ensure that school is safe  <input type="checkbox"/> Has not implemented a crisis management plan  <input type="checkbox"/> Does not develop a calendar of building activities and events  <input type="checkbox"/> Does not cooperate with district maintenance supervisors in support and direction of custodial personnel	<input type="checkbox"/> Attempts to create a safe learning environment, but unaddressed safety issues exist  <input type="checkbox"/> Implements a crisis management plan, but periodic tests and updates of the plan may not occur  <input type="checkbox"/> Develops a calendar of activities and events, but does not regularly update it, resulting in conflicts  <input type="checkbox"/> Occasionally cooperates with district buildings and grounds in supervision and direction of custodial personnel	<input type="checkbox"/> Supervises facilities and equipment management to create a safe learning environment  <input type="checkbox"/> Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed  <input type="checkbox"/> Maintains an updated and accessible school calendar of activities and events  <input type="checkbox"/> Cooperates with district buildings and grounds in supervision and direction of custodial personnel	<input type="checkbox"/> Supervises facilities and equipment management to create a safe learning environment  <input type="checkbox"/> Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed  <input type="checkbox"/> Ensures that school community takes initiative and ownership to support a safe and effective learning environment  <input type="checkbox"/> Identifies creative solutions to maximize and share space  <input type="checkbox"/> Identifies creative ways to involve school community in helping to keep learning environment clean and maintained

**Rationale:**

**Component: 2.3.2: Financial Management**

<input type="checkbox"/> <b>Level 1: Unsatisfactory</b>	<input type="checkbox"/> <b>Level 2: Basic</b>	<input type="checkbox"/> <b>Level 3: Proficient</b>	<input type="checkbox"/> <b>Level 4: Distinguished</b>
<input type="checkbox"/> Does not develop required budgets  <input type="checkbox"/> Performs ineffective budget management  <input type="checkbox"/> Exceeds school budget	<input type="checkbox"/> Develops budget as required  <input type="checkbox"/> Manages budget within guidelines  <input type="checkbox"/> School spending may exceed allocation  <input type="checkbox"/> School budget does not accurately reflect school improvement priorities	<input type="checkbox"/> Conducts needs analysis as part of budget development  <input type="checkbox"/> Manages budget with flexibility and seeks approval when variance is needed  <input type="checkbox"/> Focuses on staying within budget and effectively allocates resources to support school improvement priorities  <input type="checkbox"/> Pursues and periodically obtains external funding	<input type="checkbox"/> Conducts needs analysis and clearly aligns budget with instructional vision and school improvement priorities  <input type="checkbox"/> Manages budget with flexibility and seeks approval when variance is needed  <input type="checkbox"/> Involves school community in budget planning in conjunction with overall School Improvement Plan  <input type="checkbox"/> Uses innovative resource reallocation strategies  <input type="checkbox"/> Consistently seeks and obtains external funding

**Rationale:**

### Component: 2.3.3: Policy Management

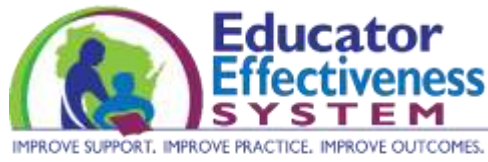
<input type="checkbox"/> Level 1: Unsatisfactory	<input type="checkbox"/> Level 2: Basic	<input type="checkbox"/> Level 3: Proficient	<input type="checkbox"/> Level 4: Distinguished
<input type="checkbox"/> Does not comply with policies, procedures, laws and regulations  <input type="checkbox"/> Does not maintain appropriate documentation  <input type="checkbox"/> Does not communicate updated policies to staff	<input type="checkbox"/> Follows some policies, procedures, laws and regulations  <input type="checkbox"/> Inconsistently maintains appropriate documentation  <input type="checkbox"/> Inconsistently communicates updated policies to staff  <input type="checkbox"/> Does not communicate with local, state and federal policymakers on issues that directly impact school and leadership practice	<input type="checkbox"/> Follows all policies and procedures, laws and regulations, and seeks clarification when needed  <input type="checkbox"/> Consistently maintains appropriate documentation  <input type="checkbox"/> Communicates updated policies to staff  <input type="checkbox"/> Communicates with appropriate policymakers to influence policies that directly impact school and leadership practice	<input type="checkbox"/> Follows all policies, procedures, laws and regulations, and seeks clarification when needed  <input type="checkbox"/> Consistently maintains appropriate documentation  <input type="checkbox"/> Creates awareness and understanding among staff and other stakeholders of local, state and federal policies  <input type="checkbox"/> Communicates with appropriate policymakers to influence local, state, and federal policies that directly impact school and leadership practice  <input type="checkbox"/> Volunteers for state and national committees developing policy on issues central to school leadership

**Rationale:**



# Appendix L: Educator Effectiveness Plan (EEP): School Learning Objective (SLO) Form

---



## Educator Effectiveness Plan PRINCIPAL SLO

Schoolwide Learning Objective (SLO) Planning and Monitoring Form

*Educator Name:*

*Evaluator Name:*

---

### Beginning of Interval SLO Reflection and Goal Setting Process

*Date Beginning-of-Interval information completed:*

#### **BASELINE DATA**

- What sources(s) of data did you examine in selecting this SLO?
- What issues related to student equity can be seen through the data review?
- Summarize trends and patterns from your data review.
- If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal.
- Did you consider both qualitative and quantitative data?

*Educator:*

*Evaluator Feedback:*

#### **Learning Content/Grade Level**

- Which content standards are relevant to/related to/in support of your goal?
- Is this content reinforced throughout the interval of this goal?

*Educator:*

*Evaluator Feedback:*

#### **Student Population**

- Which students are included in the target population?
- How does the data analysis support the identified student population?

*Educator:*

*Evaluator Feedback:*

#### **Targeted Growth**

- Have you identified the starting point for each targeted student?

- How did you arrive at these growth goals?

*Educator:*

*Evaluator Feedback:*

### **Time Interval**

- Does the goal apply to the duration of the time your teachers spend with the relevant student population (ex. Year, Semester, Trimester, etc.)?

*Educator:*

*Evaluator Feedback:*

### **Evidence Sources**

- What benchmark assessments will you use (pre-instruction, mid-interval, post- instruction)?
- What formative practices will you use to monitor progress throughout the interval?
- What summative assessment will you use to determine student growth at the end of the interval?
- Is the assessment:
  - Aligned to the instructional content within the SLO?
  - Free of bias?
  - Appropriate for the identified student population?

*Educator:*

*Evaluator Feedback:*

### **SLO Goal Statement (SMART criteria)**

- Goal should be SMART: Specific, Measurable, Attainable, Results-based, and Time-bound

*Educator:*

*Evaluator Feedback:*

### **Leadership Strategies and Supports**

- What professional development opportunities (for yourself, or the teachers you lead, or both) support this goal?
- What instructional leadership methods will you employ so that students progress toward the identified growth goal?

- How will your teachers differentiate instruction to support multiple growth goals within your population?

*Educator:*

*Evaluator Feedback:*

## Mid-Interval Review

*Date Mid-Interval information completed:*

Reflect on the progress of your target population identified in the SLO goal. Summarize the progress of those students and the process you have used to support their growth.

*Educator:*

*Evaluator Feedback:*

### Mid-Interval Status of SLO:

- ☐ My Goal Statement, elements, and process are on target and do not require revision.
- ☐ My Goal Statement or other element requires revision. *(Complete the next 3 sections: Strategies to address barriers, revised SLO Goal and rationale for changes)*

Articulate strategies / modifications to address barriers (if necessary):

*Educator:*

*Evaluator Feedback:*

Revised SLO goal statement (if necessary):

*Educator:*

*Evaluator Feedback:*

Describe changes and provide rationale for changes (if necessary):

*Educator:*

*Evaluator Feedback:*

## End-of-Interval Review

*Date End-of-Interval information completed:*

Reflect on the progress of your target population identified in the SLO goal. Summarize the progress of those students and the process the school (teachers school wide, targeted teachers, specific teacher teams or grade levels) have used to support their growth.

*Educator:*

*Evaluator Feedback:*

How did you adjust strategies in relation to your school's environment or context to impact the implementation and results of your SLO?

*Educator:*

*Evaluator Feedback:*

What did you learn that would inform future SLO plans or implementation strategies?

*Educator:*

*Evaluator Feedback:*

Additional comments:

*Educator:*

*Evaluator Feedback:*

Based on your reflection, use the  
SLO Scoring Rubric to self-score your SLO.  
<http://dpi.wi.gov/sites/default/files/imce/ee/pdf/OutcomesProcessGuideRubric.pdf>

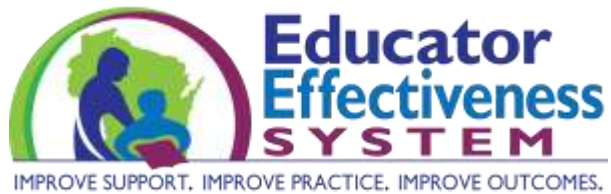




# Appendix M: Educator Effectiveness Plan (EEP): Professional Practice Goal (PPG) Form

---

## Principal Professional Practice Goal (PPG) Planning Form



*Educator Name:*

*Evaluator Name:*

---

### Beginning of the Year Goal Setting

After reviewing your self-reflection on performance, school or district improvement plan or strategic plan and school wide data, develop and record a Professional Practice Goal (PPG). Identify your leadership strategies and support you need to achieve this PPG.

The leadership strategies you identified for your SLO can inform your PPG, or you can focus on other areas you and/or your evaluator have identified.

**Based on the reflection above, craft your PPG Goal Statement:**

*Educator:*

*Evaluator comments:*

**List related SLO Goal (if applicable):**

*Educator:*

*Evaluator comments:*

**Identify related Wisconsin Framework for Principal Leadership domain/component(s):**

*Educator:*

*Evaluator comments:*

**Describe applicable leadership or non-leadership activities:**

*Educator:*

*Evaluator comments:*

**Identify resources and support you need to achieve this PPG:**

*Educator:*

*Evaluator comments:*

---

### Mid-Year Review of Progress

Please use this section to review the progress of your PPG at Mid-Year.

**Describe your progress towards achieving the Goal:**

*Educator:*

*Evaluator comments:*

**Summarize the evidence you gathered up to this point:**

*Educator:*

*Evaluator comments:*

**Articulate strategies/modifications to address ongoing challenges to implementing your PPG:**

*Educator:*

*Evaluator comments:*

**Describe key next steps:**

*Educator:*

*Evaluator comments:*

---

## End-of-Year Review

Please use this section to summarize what you learned from implementing your PPG plan, and how that may inform future PPG goals, processes, or plans.

**What is the status of your PPG at the end of the year?**

*Educator:*

*Evaluator comments:*

**Discuss the evidence you gathered throughout the year:**

*Educator:*

*Evaluator comments:*

**What did you learn that would inform future PPG processes, plans, or goals?**

*Educator:*

*Evaluator comments:*

**Additional comments:**

*Educator:*

*Evaluator:*

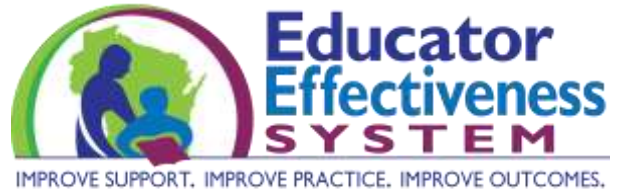




# Appendix N: Principal School Visit Planning Form

---

## Principal School Visit Planning Form



*Educator Name:*

*Observer Name:*

---

**Briefly describe the event, activity or meeting that will be observed. What is your anticipated role in the event?**

*Educator:*

*Evaluator comments:*

**What are your goals for this event? How will your leadership during this event demonstrate performance in relation to your professional practice goal or your school (SLO or school improvement) goals?**

*Educator:*

*Evaluator comments:*

**Briefly describe the participants in the event.**

*Educator:*

*Evaluator comments:*

**How will you assess whether your participation in this event has impacted your planned goals?**

*Educator:*

*Evaluator comments:*

**Is there anything that you would like me to specifically focus on during the visit?**

*Educator:*

*Evaluator comments:*



# Appendix O: School Visit Observer Feedback Form

---

## Principal School Visit Planning Form

Educator Name:

Date completed & shared by Evaluator:

Observer Name:

Date completed & shared by Educator:

Observation Date:

**In general, how successful was the event, activity, or meeting? Did the principal achieve his or her intended outcomes or objectives? How can you tell?**

Evaluator:

Educator comments:

**Did the principal depart from his or her plan for the observation? If so, how, and why?**

Evaluator:

Educator comments:

**Comment on different aspects of school leadership, delivery, interactions, or the environment of the event (e.g. activities, establishing group norms/shared goals, involving relevant staff/school leaders, materials, resources). To what extent did these factors impact his or her planned goals?**

Evaluator:

Educator comments:

**What suggestions can you provide to guide the principal in the future?**

Evaluator:

Educator comments:

**What suggestions would you provide for engaging in continued professional development related to the planning, delivery or outcomes of the school visit?**

Evaluator:

Educator comments:

**Other Comments**

Evaluator:

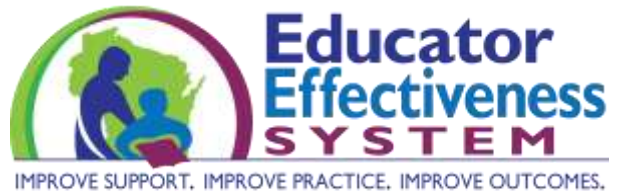
Educator comments:



## Appendix P: School Visit Principal Reflection Form

---

## Principal School Visit Reflection Form



*Educator Name:*

*Observer Name:*

**In general, how successful was the event, activity, or meeting? Did you achieve your intended outcomes or objectives? How can you tell?**

*Educator:*

*Evaluator comments:*

**Did you depart from your plan for the observation? If so, how, and why?**

*Educator:*

*Evaluator comments:*

**Comment on different aspects of your leadership, delivery, interactions, or the environment of the event (e.g. activities, establishing group norms/shared goals, involving relevant staff/school leaders, materials, resources). To what extent did these factors impact your planned goals?**

*Educator:*

*Evaluator comments:*

**If you had a chance to lead or participate in this kind of event again, with either the same group of participants or a similar group of participants, what would you do differently?**

*Educator:*

*Evaluator comments:*

**Other Comments**

*Educator:*

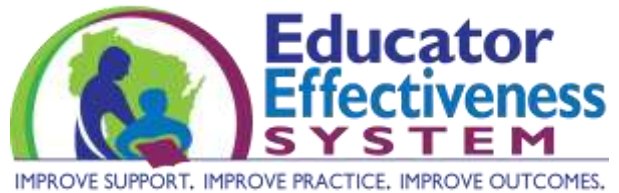
*Evaluator comments:*



## Appendix Q: Sampling Visit Observer Feedback Form

---

## Sampling Visit Observer Feedback Form



*Educator Name:*

*Date completed & shared by Evaluator:*

*Observer Name:*

*Date completed & shared by Educator:*

*Observation Date:*

**~~Based on your visit, comment on relevant aspects of the principal's leadership, delivery, interactions, or the environment you visited. To what extent were they effective, and how do the things you observed align to the school leadership roles and expectations?~~**

*Evaluator:*

*Educator comments:*

**Observer, enter a reflective question(s) to the educator based on this sampling visit.**

**Principal, please respond.**

*Evaluator:*

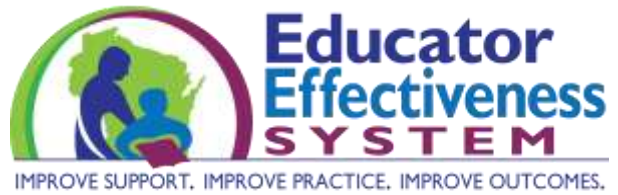
*Educator comments:*



## Appendix R: End-of-Cycle Summary Form completed by the Principal

---

## End-of-Cycle Summary Form - Principal



*Educator Name:*

*Evaluator Name:*

*Date of End-of-Cycle Summary Conference:*

---

**Summarize the results of your Effectiveness Cycle. In what ways or areas have you grown the most throughout the Effectiveness Cycle?**

*Educator:*

*Evaluator comments:*

**How will the results of the Effectiveness Cycle inform or guide your next Effectiveness Cycle plans and areas of focus for professional development?**

*Educator:*

*Evaluator comments:*

**Additional Educator comments:**

*Educator:*

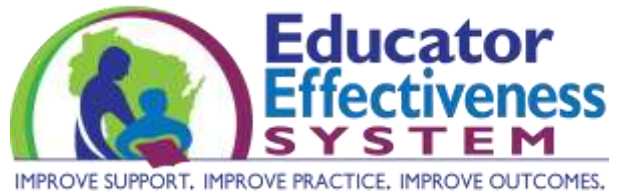
*Evaluator comments:*



## Appendix S: End-of-Cycle Summary Form completed by the Evaluator

---

## Principal End-of-Cycle Summary - Evaluator



*Educator Name:*

*Evaluator Name:*

*Date of End-of-Cycle Summary Conference:*

---

**Summarize your evaluation of the principal's Effectiveness Cycle and provide summary feedback:**

*Evaluator:*

*Educator comments:*

**In what ways or areas has the principal grown throughout the Effectiveness Cycle?**

*Evaluator:*

*Educator comments:*

**What suggestions do you have for the principal that may inform or guide his or her next Effectiveness Cycle plans and areas of focus for professional development?**

*Evaluator:*

*Educator comments:*

**Additional Evaluator comments:**

*Evaluator:*

*Educator comments:*